



# Grange Infants' School

## Inspection Report

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**Unique Reference Number** 126208  
**Local Authority** Swindon  
**Inspection number** 293493  
**Inspection dates** 6–7 February 2007  
**Reporting inspector** Paul Sadler

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

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<b>Type of school</b>	Infant	<b>School address</b>	Delamere Drive
<b>School category</b>	Community		Stratton St Margaret
<b>Age range of pupils</b>	4–7		Swindon SN3 4XE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01793 822357
<b>Number on roll (school)</b>	260	<b>Fax number</b>	01793 821515
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Jane Lewis
		<b>Headteacher</b>	Jan Thomas
<b>Date of previous school inspection</b>	9 July 2001		

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

The school serves an area of mainly private housing in the north-east of Swindon. The proportion of pupils with learning difficulties or disabilities is below average, as is the proportion of pupils from ethnic minorities. A small number of pupils speak a language other than English at home.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school where pupils attain standards in reading, writing and mathematics that are well above average and which meet the challenging targets that the school sets for itself. As children start school with broadly average levels of skills and knowledge, this is excellent achievement. A parent's comment that his son 'is happy at school and we are delighted with his progress' is typical. The Foundation Stage provides children with a good start to their education and by the time they leave at the end of Year 2 many can write at length, using paragraphs and correct spelling and punctuation. Pupils' personal development and well-being are good. Their behaviour is excellent and they have a good understanding of how to keep healthy and safe. Their attendance is above average. They make a good contribution to the community, for instance older pupils routinely help the younger ones. Pupils' spiritual, moral, social and cultural development is good, although the school does not yet do enough to develop their understanding of the range of faiths and cultures present in British society. Development of the skills pupils will need in adult life, including literacy, numeracy and information and communication technology (ICT), is outstanding.

Pupils' outstanding progress is due to excellent teaching. Teachers plan their work together which means pupils are taught skills such as reading and writing using common approaches with which they are both comfortable and familiar. Teachers have very high expectations of what their pupils can achieve, for instance five year olds are expected to work out the numbers of faces and corners on three-dimensional shapes such as the cube, cone and pyramid, and they do so with enthusiasm. Marking is another great strength, carefully showing pupils how to improve their work. The curriculum is good; that for teaching the goals set for the Foundation Stage, and the subjects of the National Curriculum to older pupils, is very good indeed, but the range of other activities such as playground games and after school activities is limited. Pupils are given excellent care, guidance and support. They are looked after very well and their progress is carefully tracked. Assessment information is used to adapt the teaching to their individual needs, and to set simple targets that are shared with pupils and their parents so that they know what their child should be learning next.

Success has been achieved through excellent leadership and management at all levels. Improvement since the last inspection, when the school had a number of unsatisfactory features, has been exceptional. Through rigorous monitoring, the school has a very good understanding of the strengths and weaknesses in pupils' achievement and in the quality of teaching, and has taken very good action to improve things. Its evaluation of a few areas, such as the extension of the curriculum, is somewhat weaker. Parents are consulted well, for instance on proposed changes to the timings of the school day. The governing body provides an excellent model through which the leaders and managers are both supported and challenged to achieve even greater success. As a result, the school is exceptionally well placed to make further improvements.

## What the school should do to improve further

- Extend the range of opportunities for pupils to take part in organised activities at lunchtime and outside the school day, and to learn about the range of cultures and faiths present in modern British society.

## Achievement and standards

### Grade: 1

Children start school with levels of skills and knowledge that are broadly average. By the end of the Reception Year most have attained the goals set for children of their age and many exceed this level, for instance they can read and write simple sentences. By the time they leave at the end of Year 2 almost all attain the expected standards in reading, writing and mathematics, and many attain above average standards. Some of the work produced, for instance by the Year 2 writing group, is of an exceptional standard with lengthy pieces written in paragraphs, using speech marks and other punctuation accurately, beautifully presented and using original and interesting ideas. Standards overall are well above average and the achievement of all pupils, whatever their abilities, is excellent.

## Personal development and well-being

### Grade: 2

Pupils' moral and social development is very good. They are taught what is right and wrong from an early age and regular routines enable them to understand how to work and play together very well. As a result, their behaviour is excellent. Pupils say they enjoy their education and attendance is above average. They understand the importance of keeping healthy and know that both diet and exercise contribute to this. Hot lunches are not provided and while this is largely outside the school's control it limits pupils' experience of a healthy diet. They have a developing understanding of keeping safe and know, for instance, when to seek the help of a trusted adult. They take responsibility within the school for helping younger children and for keeping the classroom tidy. While their spiritual development is good, they have limited opportunities to develop their understanding of the range of faiths and cultures present in Britain.

## Quality of provision

### Teaching and learning

#### Grade: 1

The dedicated team of teachers and teaching assistants plan work together across the whole school and across individual year groups. As a result of the common teaching strategies adopted in learning, for example, spelling, handwriting and number facts, they make rapid, steady progress in learning these skills. Pupils respond very well to

the very high expectations teachers have of them, often producing work expected of significantly older pupils. The school's good range of resources is used very well; for instance, when pupils explore two- and three-dimensional shapes using paint and building blocks, other pupils record the work using drawings and digital cameras. Pupils have excellent learning skills, for instance in generating sensible questions such as 'Why do giraffes have long necks?' and in collaborating to find the correct answer.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. Reception children are taught through a range of activities and generally respond well to the somewhat formal approach. Older pupils are taught the full National Curriculum through a good range of activities that are matched well to their ages and individual abilities. They have opportunities to visit places off the school site, for instance the Steam Museum in Swindon, and are able to use the school's extensive grounds for physical activity. However, there are few organised activities at lunchtime and after school, and those that are offered, such as a recent music club, are heavily oversubscribed.

## **Care, guidance and support**

### **Grade: 1**

Staff provide excellent care for pupils. The school meets all requirements for child protection. Those with learning difficulties or disabilities are supported very well, and parents appreciate this. Others such as refugees and those in public care are also supported very well. Pupils receive excellent academic guidance because of teachers' careful tracking of their progress and marking of their work, showing how it could be improved. Simple targets are shared with pupils and their parents so they know what their child should be learning next.

## **Leadership and management**

### **Grade: 1**

The headteacher was appointed shortly before the last inspection when, although most aspects of the school such as teaching were satisfactory, significant areas such as pupils' achievement in writing were not. Since then there has been a sharp, and very successful, focus on improving teaching in order to ensure that all pupils achieve their best. As a result, the school has a very good understanding of these aspects of its work and takes very effective action to improve any identified weaknesses.

Leadership has led to outstanding improvement in several important areas. There is somewhat less evaluation of a few matters such as extending the curriculum and developing pupils' cultural understanding. Leaders and managers rightly intend to use this inspection to identify the next steps in the school's development. The skills of staff at all levels are well developed, for example in the excellent leadership of literacy in the school. The governors make an outstanding contribution and challenge leaders and managers rigorously, for instance in ensuring that recent purchases of ICT

equipment are used well and represent good value for money. There has been outstanding improvement since the last inspection and the school is in an excellent position to make further improvements.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### 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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
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	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
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

<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	1
The attendance of learners	2
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	1

### The quality of provision

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

<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>	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	2
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**

We very much enjoyed talking and listening to you and seeing your work when we visited your school recently. We want to thank those of you who told us about how good the school is. This letter is to tell you what we thought of your school.

Your school is excellent. These are some of the best things about it:

- By the end of Year 2 your work is much better than most children of your age and you make excellent progress. Some of your work is as good as children do later in junior school. We especially enjoyed reading the work produced by the writing club.
- Your teachers and teaching assistants are excellent because they know what each of you need to learn, and how to teach it to you.
- Your behaviour is excellent and you work well together.
- All of you are learning well in literacy, numeracy and ICT. This means you can do well when you are older.
- Older children help younger ones. You do good things for other people like collecting for charity.
- You receive excellent care from all the staff. They are also very good at telling you how to improve your work.
- The headteacher, other staff and governors run the school exceptionally well.
- Your parents agree with us that it is an excellent school.

To make the school even better we have asked that there are more clubs and activities at lunchtime and after school, and that you are taught more about the different people that live in Britain.