

# Grange Lane Infant School

## Inspection report

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<b>Unique Reference Number</b>	106696
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	309202
<b>Inspection dates</b>	1–2 July 2008
<b>Reporting inspector</b>	Amraz Ali HMI

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	176
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr M Morpeth
<b>Headteacher</b>	Mrs J Taylor
<b>Date of previous school inspection</b>	20 October 2003
<b>School address</b>	Grange Lane Rossington Doncaster South Yorkshire DN11 0QY
<b>Telephone number</b>	01302 868378
<b>Fax number</b>	01302 864931

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<b>Age group</b>	3–7
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## Introduction

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

## Description of the school

This is a smaller than average sized school that serves the community of Rossington, to the south of Doncaster. The area has both owner occupied and local authority housing, with some pockets of deprivation. Almost all children are White British and the proportion of children eligible for free school meals is more than double the national average. The number with learning difficulties and/or disabilities is above average. The school has been awarded National Healthy Schools Status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with some considerable strengths. The well established, long serving staff work well together and this has helped to create a well ordered, happy and harmonious school community, where all children are valued. Relationships between staff and children are strong and the care of children is good. In their responses to the questionnaire the vast majority of parents were complimentary. Comments such as, 'The whole staff have a good understanding of each child's needs,' reflects the views of many parents. Strong leadership from the headteacher and deputy headteacher has ensured that the school has effectively developed and improved since the previous inspection.

The children make good progress overall. From starting points that are mostly well below those expected for their age, they attain standards that are just below the national average by the time they leave the school. Achievement is therefore good. Standards and progress in writing are not as strong as in reading and mathematics. This is particularly the case for some boys who do not always do as well as they could. Good teaching is based on a thorough knowledge of individual children's needs and, because of this, teachers are able to plan learning activities which help children to make good progress.

Children's good personal development and well-being is reflected in the way that they act responsibly, work hard, behave well and enjoy school. The school's policy of opening the doors and welcoming children and their parents into school early ensures that each day gets off to a good start and lessons often begin early. There are many children who attend school regularly but overall attendance rates are too low. Currently, systems for monitoring and responding to absences are satisfactory, but procedures to encourage and celebrate good attendance for all children are underdeveloped.

The good curriculum is broad and balanced, providing for children's interests and it places the correct emphasis on basic literacy, numeracy and information and communication technology (ICT) skills. Children learn how to follow healthy lifestyles and to recognise the importance of a healthy diet. Good partnership with the other local schools and the community enhance the curriculum by offering a range of after-school sports activities, for example, which children say they enjoy. The school is good at quickly identifying those with learning difficulties and/or disabilities. This ensures they are well supported in their learning and that they make good progress.

There is an effective assessment and tracking system in place and this gives teachers a clear idea of what children can do and what children need to do next in their learning. Children are set targets to improve their reading, writing and mathematics and these are shared with parents. However, these are not always communicated to children effectively in order to guide them to the next stage of their learning. Additionally, there are some examples of good marking of children's work, but this is not consistent in identifying for children what they should do to improve their work.

Leadership and management are good and the school provides good value for money. Governors know the school well and together with senior leaders have a clear view of the school's strengths and areas for development. Plans for improvement are clear. Improvement since the last inspection has been good; there have been improvements to the buildings, the use of assessment and tracking and the use of ICT across the curriculum, which has led to standards rising in children's ICT skills. This gives the school good capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 3**

The quality of provision in the Nursery and Reception classes is satisfactory overall. Links between home and school are good. Children enter Nursery with levels of knowledge, skills and understanding that vary, but are generally well below what is typical for their age. Good quality care ensures that children settle quickly into a routine and enjoy their time in Nursery and Reception. Teaching is satisfactory and sometimes good. There is a strong focus on developing speaking and listening skills. This is helped by the use of a 'High Scope' approach, which encourages children to talk about the activities they would like to do and after the activity they are encouraged to reflect on what they have done. However, the quality of adult direction to guide these reviews is variable. Sometimes questioning effectively extends learning and children's vocabulary, but at other times the opportunity to review is lost because children are too quickly asked to choose their next activity. Children make satisfactory progress overall with good progress in their personal, social and emotional development and in mathematical development. However, their progress is hindered by the limited development and use of the outdoor facilities. This reduces opportunities for children to gain independence and become less reliant on adult help. The Foundation Stage leader is aware of the areas of strength and areas for development and has appropriate plans to address them.

### **What the school should do to improve further**

- Raise achievement and standards in writing cross the school, particularly for boys.
- Improve rates of attendance.
- Improve the consistency in the use of marking and targets to guide children towards the next steps in their learning.

## **Achievement and standards**

### **Grade: 2**

Children's achievement is good overall. Children enter Nursery with skills and knowledge that are well below expectations for their age. By the end of Year 2, although children have made good gains in their basic skills in literacy and numeracy, standards are below average. Standards and achievement in writing lag behind those in reading and mathematics. This is particularly the case for boys who do not always do as well as they could in writing. Inspection evidence indicates that standards in 2008 will be closer to average. Standards in ICT are improving and a majority of children are reaching age related expectations. This is a significant improvement from the time of the previous inspection. Children with learning difficulties and/or disabilities, and the small number who need help in understanding and using English, receive effective support and make good progress.

## **Personal development and well-being**

### **Grade: 2**

Children's personal development and well-being are good. They are proud of their school, and their own descriptions of life there include 'kind teachers', 'friendly children' and 'enjoyable story times'. Children's attitudes and behaviour in classrooms and around the school are good. Their relationships with each other and with staff are good and sometimes better. Whilst most children say that they enjoy school and attend regularly, a minority have poor attendance records and in recent years the overall rate of attendance has been well below the national

average. Within classrooms and around the school children are keen to take on responsibility with, for example, older children reading with younger ones. Although there is no school council, children are consulted on a range of issues including the recent design of new playground facilities in the local area. Children are aware of the importance of healthy food and enjoy taking part in a range of physical activities in physical education lessons and extra-curricular activities such as the popular 'multi skills' programme. Children's spiritual, moral, social and cultural development is good overall and an outstanding Foundation Stage assembly encouraged children to identify and discuss the social and moral implications of owning a pet. Children enjoy the many visits into the local and wider community to learn about their own and other cultures.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good overall, and ranges from satisfactory to outstanding. Strong features of effective teaching include good relationships, clear expectations of children's behaviour and the use and effectiveness of support staff. Teachers manage children well, making for calm, well ordered classrooms. In the Foundation Stage, teaching is based on the staff's developing understanding of how young children learn. Teachers' planning and the use of resources keep children motivated and encourage them to engage in different learning experiences.

In Years 1 and 2, children enjoy a range of interesting and challenging activities that are matched to their needs. Their learning and progress are good because of well paced lessons and the positive attitudes and enthusiasm demonstrated by most children. However, there is some inconsistency in the use and effectiveness of end of lesson summaries by teachers in order to ensure that children are fully involved in their own learning.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good, broad and balanced. The core subjects of English, mathematics and ICT are well provided for. A good range of activities in the Nursery and Reception classes meet children's interests and provides many opportunities for developing important speaking and listening skills. In the Reception classes, for example, children enjoyed role playing in the 'vet's surgery' where they discussed ways to treat and look after a range of pets. In Years 1 and 2, a strong focus on reading, writing and mathematics is having a positive impact on children's learning although the pace of progress in writing remains an issue for the school, particularly for some boys. Teachers are effective in planning a range of work which is usually well matched to children's levels of ability. There is a good balance between the teaching of ICT skills and opportunities to use these skills in a range of subjects. The promotion of children's personal development and well-being is a particularly strong and effective feature of the curriculum. The curriculum is enhanced well by the many opportunities provided for children to visit and work in the local and wider area. For example, a recent visit to Normanby Hall was enjoyed by children who extended their understanding of the past, developed their drawing skills and provided a focus for writing activities when back in the classroom. The developing range of extra-curricular activities and clubs are well attended.

## Care, guidance and support

### Grade: 3

Pastoral care is a strength at this school, making it a warm and caring place in which children say that they feel safe and happy. Parents appreciate this and their views are reflected in one parent's comment that 'I am confident that when I send my child to school she is happy and well looked after'. Arrangements for safeguarding children are in place. Children say that bullying is rare and if it does arise it is dealt with swiftly. They trust the staff and know who to turn to if they need help. Staff know the children extremely well and are committed to their well-being. Vulnerable children and those with additional learning needs are supported well and the school seeks advice and support from a range of external agencies in order to deliver this aspect. Academic guidance is not as strong as pastoral care. There are too few opportunities for children to assess and reflect on their own learning. Together with some inconsistencies in teachers' marking and the use of targets, this means that children are not always aware of what they should do to improve their work. Support, guidance and encouragement for children to attend regularly are underdeveloped.

## Leadership and management

### Grade: 2

Leadership and management are good overall. The headteacher, ably supported by the deputy headteacher, provides strong leadership and ensures that the day-to-day running of the school is efficient and this leads to a calm and orderly school.

School self-evaluation is good overall. It is well founded on effective monitoring of the quality of teaching and on detailed analysis of the results from national assessments at the end of Year 2. A good assessment and tracking system enables staff to monitor children's progress frequently. Subject leaders monitor standards and achievement by observing lessons, scrutinising planning and looking at children's work. This leads to the setting of clear priorities and plans for improvement. Governors are very supportive of the school, and demonstrate a strong commitment to the school and its children through their regular attendance at meetings and visits to the school. Governors have a clear understanding of the school's strengths and weaknesses. The school's resources are used efficiently, ensuring that it provides good value for money.





## Annex A

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

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	4
The behaviour of learners	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?	3

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

Inspection of Grange Lane Infant School, Doncaster, DN11 0QY

Thank you all very much for the warm welcome and for all the help you gave Mr Anderson and me when we came to see how well you are learning. We enjoyed seeing lots of your work that was displayed around the school. We had an enjoyable and interesting two days and we would like to tell you what we found out.

Yours is a very friendly and caring school. It provides you with a good quality of education. All of the staff work hard to make sure that you are happy and enjoy your time at school. You enjoy your lessons and try hard to do the work your teachers give you. The progress that you make is good overall.

We have asked Mrs Taylor, your teachers and governors to help some of you, particularly some of the boys, to improve your writing skills. We also think that while most of you come to school regularly, some children do need to attend more often. We have asked your teachers to make sure that you know how to improve your work from their comments in your books and from the targets that they set you. I am sure that you would like to help too. You can do this by finding out about your targets and taking note of the comments which teachers write in your books to help you improve your work. I know you can do these things and I wish you every success for the future.