

Grange Farm Primary School

Inspection report

Unique Reference Number	107923
Local Authority	Leeds
Inspection number	309538
Inspection dates	1–2 November 2007
Reporting inspector	Les Schubeler

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	412
Appropriate authority	The governing body
Chair	Mrs J Davis
Headteacher	Mrs K Stoker
Date of previous school inspection	17 November 2003
School address	Barncroft Rise Leeds West Yorkshire LS14 1AX
Telephone number	0113 2930120
Fax number	0

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Grange Farm is a large primary school serving an area of high social and economic disadvantage. The majority of the pupils are from White British backgrounds. An above average proportion of pupils have learning difficulties and/or disabilities. The proportion of pupils entitled to a free school meal is well above the national average. In 2005 the population of the school was boosted by the arrival of over 70 pupils from another school in the locality. The school has received the Inclusion Charter Mark, Activemark, Investors in People accreditation and the Healthy Schools award.

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 and improving school with notable strengths in the personal development of its pupils and the provision of high quality care and support. As a result, parents place a very high value on the work of the school. They say they are 'impressed with the help and guidance given to each individual child' and they find Grange Farm 'provides a positive attitude to education' and is 'a warm, caring environment for children to grow in'.

Pupils start school with skills that are generally well below expectations for their age. As a result of good quality teaching, they settle quickly and make good progress. In the Foundation Stage, the quality of education is good. By the end of Year 2 standards have improved significantly in recent years and by the end of Year 6 they broadly match the national average in English and science but in mathematics they are below average. An increase in the proportion of pupils with learning difficulties led to a slight fall in standards overall in 2007. However, pupils achieve well. Throughout the school, they develop their knowledge and skills at a good rate, particularly in science and English. Progress in developing mathematical skills is slower but nonetheless improving. Most pupils achieve well because of good teaching and learning. Teachers manage behaviour well. Consequently, relationships are good and pupil engagement in lessons is high. The pastoral care provided for pupils is a strength, and they receive good guidance to help them improve their work. This is a very caring school. It is highly successful in helping pupils to flourish as demonstrated by the award of the Inclusion Charter Mark. Effective work is undertaken with outside agencies to provide the right support and expertise for vulnerable pupils. The value of attendance is firmly and successfully promoted, resulting in satisfactory attendance. The school has warmly welcomed the many new arrivals into its 'family', helping them to overcome significant barriers to their learning and make good progress. Pupils' personal development is good. They make a good contribution to the school and wider community by acting as playground buddies, playing a part in the interviewing process for the appointment of staff and by fundraising for chosen charities. Pupils feel really safe at school, mainly because the great majority behave well throughout the day.

Much of the school's success stems from the strong commitment of the headteacher and all staff to the creation of a positive climate in which pupils' achievements are valued and celebrated. Leadership and management are good. The resolute and experienced headteacher gives clear direction to the work of the school. The school's evaluation of its own work is accurate and has helped to identify areas that could be better. Appropriate action has been taken to secure improvements. School leaders work well as a team. They give a strong lead and are determined to continue to bring about improvements. However, the wealth of assessment information collected is not always analysed as sharply as it could be in order to further the achievement of individual pupils, especially the more able. Improvements in achievement and standards during recent years, particularly in English, have been made against a background of turbulence in the pupil population and indicate a good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

When children enter the Nursery, their skills and understanding are generally well below expectations for their age, particularly in language and communication. Staff understand the needs of young children well and plan lively activities which stimulate their curiosity and desire to learn. However, limited free access to outside play areas places some restrictions on children's

learning experiences. Teaching and learning are of good quality and all learners are valued, cared for and very well supported. Children quickly settle into routines. They behave well and enjoy their learning. They work and play happily together. Excellent relationships and constructive guidance provide a solid foundation for children's personal, social and emotional development. They learn to share and take turns and enjoy taking responsibility. Achievements are assessed systematically and thoroughly, which provides information for planning further challenges. This ensures good progress across the stage so that by the time children start Year 1 many of them are achieving beyond the individual targets set for them and some are well on their way to reaching the goals set for their age. Parents are welcomed and encouraged to be active in their children's learning and, as a result, are well informed as to their progress. Provision is managed well and there is a smooth transition between Nursery and Reception.

What the school should do to improve further

- Raise standards and levels of achievement in mathematics, particularly in Key Stage 2.
- Analyse assessment data rigorously to set challenging targets for individual pupils, especially higher attaining pupils.

Achievement and standards

Grade: 2

Standards broadly match the national average and achievement is good. In the last two years, standards at Key Stage 1 have improved significantly in reading, writing and mathematics and are broadly average overall. At Key Stage 2, pupils have made consistently good progress in science. Since the last inspection, standards have improved in English. This is because the school has prioritized the development of speaking and listening, which has impacted well on reading and writing. However, this emphasis on raising the standards in English has resulted in insufficient focus on standards in mathematics at Key Stage 2, which lag behind those in English and science and are below average. In all three subjects, thanks to accurate identification of weaknesses and the appropriate action taken to remedy them, the proportion of pupils who reach average standards has improved during the last two years, especially of those pupils who have spent all of Key Stage 2 at the school. However, some of the school's most able pupils do not always make the progress that they should and more pupils could reach the higher levels. Current progress data indicate that the recent rates of improvement are being sustained.

Personal development and well-being

Grade: 2

The quality of pupils' spiritual, moral, social and cultural development is good. Pupils demonstrate a good understanding of right and wrong and behave with consideration and respect towards staff as well as one another. As they move through the school, they grow in maturity and take an increasingly active part in its life. The school takes their views seriously, which has led to pupils initiating improvements to the quality of the outside play areas. The pupils say that they feel safe because of the work done to eliminate bullying and they know who to talk to if they have difficulty. Rates of attendance have improved and are now close to the national average. Children know how to stay healthy by making choices in the food they eat and participating in regular exercise, which has led to the school achieving the Healthy Schools Award. Pupils enjoy 'Wishing Well Week', which promotes their emotional well-being as well as physical exercise. Links with schools in Senegal and Malawi successfully extend their understanding of other cultures. Pupils enjoy the opportunities to take advantage of a wide

range of after school clubs and other activities that include enthusiastic participation in 'wake and shake' sessions at the start of the day and in residential visits to outdoor activity centres. Pupils' good social skills and their improving levels of attainment in some areas mean that they are satisfactorily prepared for the next steps in their educational careers and beyond.

Quality of provision

Teaching and learning

Grade: 2

Good quality teaching throughout the school is the key reason why pupils make good progress. Marking is especially helpful, diligently ensuring that pupils know why their work is good and how to improve it further. Good teamwork between teachers and learning support assistants ensures that work is well planned for those who have learning difficulties and/or disabilities and, as a result, they make good progress.

The most successful lessons are well planned, interesting and build on prior knowledge that enables pupils to engage in lively discussions. Teachers have good subject knowledge and they actively involve pupils in their learning to make good progress. A lively pace and high expectations challenge pupils to think for themselves and encourage them to become independent learners. In some lessons, however, the work is not well matched to pupils' different abilities, which dilutes the challenge for more able pupils and, as a consequence, pupils are less engaged and the pace of learning is slower.

Curriculum and other activities

Grade: 2

The school's good curriculum provides pupils with a growing understanding of their world. Provision for literacy is developing well and the recent improvement in the provision for information and communication technology (ICT) has proven to be particularly popular. For example, Key Stage 2 pupils have very effectively engaged in developing cartoons using plasticine and digital cameras. Some aspects are not built upon as progressively. For example, there are not enough opportunities to extend writing and ICT skills across all subjects. Learning is enhanced by the provision of a good range of educational visits and visitors to the school. A wide range of clubs and other activities extends opportunities and effectively broadens pupils' learning. There are particular strengths in art and sports. Pupils look forward to the residential visits at Key Stage 2, which make a valuable contribution to their personal development.

Care, guidance and support

Grade: 2

Pastoral care is a real strength, from when children join the school in the Nursery through to their move to secondary school. Arrangements for the safeguarding of pupils are in place. Vulnerable pupils and those who have learning difficulties are identified quickly and supported carefully so they gain confidence and know they are safe. Pupils who struggle to manage their own behaviour are supported particularly well, and great care is taken to ensure that pupils with learning difficulties and/or disabilities play a full part in school life. The parental development worker, learning mentor and special needs co-ordinator work effectively in partnership with parents and have secured improvements in attendance rates. Guidance to support learning is good for the majority of pupils, but not always as effective for the most able, especially in Key Stage 2.

Leadership and management

Grade: 2

The senior leadership team and curriculum leaders increasingly share the monitoring and evaluation of the school's performance. A cohesive team is developing and works effectively to bring about improvements in pupils' learning by sharing ideas and expertise. Good links with external agencies help to ensure pupils' safety and good health. Improved relationships and consultations with parents mean that the large majority value the school highly. Good management has enabled the school to make successful decisions about the use of resources, as seen for example in the effective training and deployment of teaching assistants and in the creation of an extra learning group in Year 6. Such measures are paying dividends in raising levels of achievement, particularly in science and English. School data help teachers and school leaders to set challenging targets for improvements in each year group and this is leading to greater success. However, the information is not used to track the progress of individual pupils as closely as it could be, particularly of the more able at Key Stage 2. Governors have a satisfactory understanding of the school's strengths and priorities. They provide effective support, helping the school to provide good value for money.

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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	2
The capacity to make any necessary improvements	2

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 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	3
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	3

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?	2

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?	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	3
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	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

Inspection of Grange Farm Primary School, Leeds LS14 1AX

Thank you for the warm welcome you gave to the three inspectors who visited your school recently. We would like to thank you for being so courteous and friendly. We enjoyed talking to you and listening to your views about the school. We spent a lot of time finding out how well you learn in your lessons, looking at your work and talking to your headteacher and other staff.

Grange Farm is a good school. We think your teachers and teaching assistants care for you and look after you very well. This helps you to keep safe and healthy. It was very pleasing to see that you get on well with one another and with all the adults who work with you. We found that you are working well in science and are making faster progress than before in English. Although you are improving in mathematics, we think more of you could be reaching the higher levels at the end of Year 6.

To help your school to improve even more, we have suggested that your headteacher and the other staff make sure that they use the information gained from your tests and assessments to help you make progress more quickly, particularly in mathematics. You can help, too, by making sure that you understand what you need to do next to improve your work.

We are sure that you will carry on enjoying school and continue to build on the improvements that you are making now. Most of all, we hope that you will continue to work hard and help all the staff to make Grange Farm an even better school in the future.