

# Grange Junior School

## Inspection report

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<b>Unique Reference Number</b>	126207
<b>Local Authority</b>	Swindon
<b>Inspection number</b>	315439
<b>Inspection date</b>	25 June 2008
<b>Reporting inspector</b>	Diane Wilkinson

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	366
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Caroline Elliot
<b>Headteacher</b>	Christine Parkyn
<b>Date of previous school inspection</b>	15 November 2004
<b>School address</b>	Grange Drive Stratton St Margaret Swindon SN3 4JY
<b>Telephone number</b>	01793 822405
<b>Fax number</b>	01793 820571

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the extent to which the school has addressed weaker aspects in its performance in national tests last year; and how well teaching supports pupils' progress by taking full account of their past achievements. Evidence was gathered from lesson observations, analysis of school tracking and assessment data, and discussions with the headteacher and other senior staff, the chair of governors and pupils. The views of parents were gathered from the returns of the Ofsted and the school's own questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified and these have been included where appropriate in this report.

## Description of the school

Grange Junior School is a large junior school where attainment on entry to Year 3 is broadly average. A small number of pupils from minority ethnic groups speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average. The school holds the Basic Skills Quality Mark and the Healthy Schools and International Schools awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Grange Junior is a good school. Pupils greatly enjoy school and the effective provision helps them to make good progress. The school is keen to keep improving and some aspects of its work are excellent.

The driving force behind school improvement is the high quality leadership of the headteacher and deputy headteacher. This has created a firm commitment from staff and governors who are united in striving for excellence. Staff report that they feel exceptionally well supported by senior leaders. Teamwork is very good, with subject leaders and governors contributing to school development well. Accurate self-evaluation means that the school has a clear idea of where it needs to improve and is addressing these areas successfully. Very effective systems for regular monitoring of pupils' progress and the quality of provision have been introduced during this year. The main focus has been on mathematics, where pupils' progress has improved especially well. There is also some evidence of improving progress in other subjects. The success of the school's development work this year gives confidence that it is well placed to improve further.

The school's success in working towards achieving a high quality education is evident in the excellent curriculum. This provides an outstanding range of activities, which motivates pupils especially well and enhances their enjoyment of school. Of special note is the excellent programme for the creative arts, which leads to high standards in art, music and drama. The much improved curriculum for mathematics has contributed especially well to the rise in standards this year. A great deal has also been achieved in ensuring that learning activities in all subjects are relevant to pupils' interests and capabilities. This has resulted in the higher attaining pupils making much better progress. Those pupils who find learning especially difficult are given effective programmes of work to help them catch up and their progress has also improved. The number and quality of visits, visitors and after school clubs are excellent. The links built up with overseas schools have an outstanding effect on pupils' personal development. As a result, pupils' knowledge of other cultures is excellent as is their understanding of world citizenship.

Pupils are very well cared for, with the school paying rigorous attention to their health and safety. Pastoral support is excellent and pupils have many opportunities to discuss their problems with staff. Attendance levels are well above average. Pupils feel happy and secure in school and report that staff act swiftly to deal with any bullying, although they feel that sometimes sanctions are too lenient. Vulnerable pupils and those who find controlling their behaviour difficult receive exceptionally good support from teaching assistants.

An effective programme for pupils' personal, social and health education helps ensure their good personal development. Although a few pupils find it difficult to behave well and to keep focused in lessons, behaviour is generally good and there is an excellent working ethos throughout the school. Pupils have exceptional opportunities to take part in sport and very good knowledge of the importance of a balanced diet. As a result, they have an excellent awareness of how to maintain a healthy lifestyle. The specialist knowledge provided, for example by the local police officer, helps pupils gain a good understanding of ways in which to keep safe. Pupils make an especially good contribution to school life, through the work of the school council and taking on responsibilities such as running the school tuck shop. They develop into

mature, friendly and thoughtful young people, with the school receiving many positive comments about their behaviour on visits.

Very good monitoring and support systems are in place to help improve the quality of teaching. While teaching is good overall it varies in quality. In most lessons there is a rigorous pace which keeps pupils fully involved and learning well throughout all activities. Marking is outstanding throughout the school and gives pupils excellent advice on how they can improve. Pupils report that teachers are very good at helping them when they find work difficult. The new systems for monitoring pupils' progress provide teachers with exceptionally good information to plan the next stage in learning and to set pupils new improvement targets. However, this information is not consistently used when planning activities.

Achievement is good and overall standards are above average. Pupils develop a good range of skills, especially in literacy, numeracy and information and communication technology, that prepares them well for their future lives. The school has fully addressed the weaker aspects of pupils' progress that were evident in the national test results last year. Standards in mathematics are well above average due to pupils' very good progress in this subject over the last year. The proportion of pupils reaching the higher levels in English, mathematics and science has increased and the school is well on course to reach the challenging targets set. Those pupils who have specific learning, language or social needs achieve as well as their classmates.

The school has developed excellent links with other schools and agencies, which benefit pupils' education and welfare especially well. Parents are generally supportive of the school. They receive frequent information about its work and are consulted about important issues although some parents feel that insufficient account is taken of their views. The school accepts this, understanding that some of its communications with parents are not as helpful as they could be.

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

- Extend the use of information from the monitoring of provision and pupils' progress to bring about further improvements in standards.
- Improve the consistency of teaching, ensuring that activities take full account of how well pupils have done in the past.

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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 capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
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	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	2
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	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?	1
How well are learners cared for, guided and supported?	2

<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	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	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

26 June 2008

Dear Pupils

Inspection of Grange Junior School, Stratton St Margaret, Swindon, SN3 4JY

Thank you for welcoming me to your school and being so friendly and helpful. I particularly want to thank the pupils who gave up their lunchtime to speak with me. I think your school is good and am delighted that you agree.

- Here are some of the things I found out were good about the school.
- You make good progress and standards are above average; you have done especially well in mathematics this year.
- You take part in an excellent range of activities, including sports, art, drama, and music which help you to enjoy school and work hard.
- Attendance levels are much better than in most schools.
- Staff take excellent care of you and give you good advice on how you can improve; in particular, the way they mark your work is excellent.
- You have a really good understanding of how to keep healthy, you take your responsibilities seriously and you make an outstanding contribution to the running of the school.
- You are well taught; those of you who find learning difficult get lots of help and more of you in Year 6 are getting to Level 5 in your English, mathematics and science work.
- Your headteacher and deputy headteacher lead the school very well and together with staff and governors are working hard to make it even better.
  
- Here are the things I have asked your school to do now.
- Use the information about your progress to help you do as well in other subjects as you have done in mathematics this year; you can help by trying very hard to reach your targets.
- Make sure that teachers always give you tasks that will help you to do your best.

Thank you again for all your help and good luck for the future.

Yours sincerely

D Wilkinson Lead Inspector