

# Grange Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111048
<b>Local Authority</b>	Cheshire West and Chester
<b>Inspection number</b>	325282
<b>Inspection dates</b>	7–8 May 2009
<b>Reporting inspector</b>	Bernard Jones

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	203
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr D Beckett
<b>Headteacher</b>	Mr Frank Smith
<b>Date of previous school inspection</b>	13 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Brindley Avenue Winsford Cheshire CW7 2EG
<b>Telephone number</b>	01606 288010
<b>Fax number</b>	01606 862842

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is a smaller than average primary school. Nearly all pupils come from White British backgrounds. There are no pupils at an early stage in acquiring English. The number of pupils entitled to free school meals is well above average. The school serves a community that has high levels of social and economic disadvantage. The percentage of pupils with learning difficulties and/or disabilities is broadly average, but there is a higher than average number of pupils with a statement of special educational need. Young children are provided for in the Early Years Foundation Stage in the Nursery and the Reception class.

The school has attained a number of awards including, Investors in People Award, the Inclusion Quality Mark and the Sports Activemark. It is also an accredited Healthy School.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This satisfactory school ensures sound value for money. Parents are overwhelmingly supportive of the school. They particularly like the success the school has in developing pupils' positive attitudes and their enjoyment of school. A typical response was, 'My child enjoys school and feels safe and secure in the environment'. They also appreciate the way in which their children are given and taught to use responsibility so that they mature well, ready to go to secondary school.

Achievement is satisfactory overall. It is good in Key Stage 1 where pupils benefit from consistently good teaching and from some that is outstanding. Standards are broadly average by the end of Year 6 and this represents satisfactory progress in relation to the earlier average starting points of these pupils. The school's leadership has been successful in improving standards, particularly in mathematics and English after a recent period of decline. It still has some way to go to bring standards up to expected levels in writing, particularly among boys in Key Stage 2.

The school is rightly proud of the good quality care and guidance that it provides for all pupils, including outstanding provision for pupils with learning difficulties and/or disabilities. This has a clear impact, for example, in pupils making informed choices about healthy lifestyles and knowing how to live safely. Assessment procedures are developed well so that where pupils' progress slows, positive steps are taken that help to bring them back on track to meet the school's challenging targets.

The quality of teaching and learning is satisfactory overall and includes some that is outstanding. A strength in the teaching is the way in which teachers manage their classes so that behaviour is good and there is a good atmosphere for learning. However, it is not always clear in teachers' planning what they expect different ability groups to attain in lessons. Pupils benefit from a broad and interesting curriculum that engages them and helps them enjoy school.

Leadership and management are satisfactory overall. The headteacher, senior staff and governors ensure a clear direction for the school's development, based on raising achievement and ensuring all pupils have equal opportunity to succeed. However, subject leaders do not have the full range of skills needed to monitor and evaluate the progress made by pupils in their subjects. The provision for promoting community cohesion is inadequate. It lacks a formal plan of action. There is no clear framework to measure the impact on pupils' learning and ensure a balanced coverage of the area. The school's positive response to the previous inspection report and recent work undertaken to improve standards and achievement reflect satisfactory capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Children enter the Early Years Foundation Stage with skills below those expected for their age. They make satisfactory progress in all aspects of their learning and leave closer to, but still below expectations. Children are well cared for and good relationships between the school and the parents ensure that effective partnerships are in place. Typically, parents say that their children always want to get to school each day. Leadership and management of the Early Years Foundation Stage are good and ensure that children are provided with a wide and varied curriculum. Welfare requirements are met. The indoor provision is stimulating and provides a

rich diet in all areas of learning. The same quality environment is not echoed in the outdoor provision which limits the progress children make in self-initiated activities they choose for themselves. Plans are well advanced to improve the outdoor learning area. In both the Nursery and Reception classes, staff work well as a team to provide relevant activities that build on the children's needs. There is a good mix of adult-led and child-initiated activities. Children really enjoyed their play, for example, when using different creative materials. As they say, 'We really like to use the bits to make surprises for our friends and the teachers'. Staff use assessment effectively to record how well children are progressing. The use of the 'observation wall' ensures that all adults and parents are fully aware of children's progress. Comments from this are used to identify key areas for further learning. In this way, they build up an increasingly accurate picture of children's strengths and areas for development.

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

- Improve the achievement of boys in Years 3 to 6, particularly in raising their standards in writing.
- Develop the skills of teachers who have leadership and management responsibilities.
- Ensure that teachers plan more clearly to show what they expect different ability groups in their classes to attain.
- Make better arrangements for promoting community cohesion.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

When pupils start Year 1, their skills are below expectations. Current standards are broadly average in Year 2. This reflects good achievement for these young pupils. They have recently benefited from some excellent teaching that has raised standards significantly. Pupils currently in Year 6 make satisfactory progress and standards are broadly average in English, mathematics and science. The decline in standards across the school in recent years has been successfully tackled due to effective action taken by the senior leadership team. Appropriate initiatives are being used well to bring pupils back on track to meet their targets, where progress has slowed. This has been particularly effective in English, but there are still some weaknesses in writing, particularly among boys in Key Stage 2. Changes have been made, but have yet to make their full impact on raising pupils' writing standards to expected levels. The school ensures that all pupils are given equal opportunities to succeed. As a result, all groups, including those with learning difficulties and/or disabilities make at least satisfactory progress, in line with their peers.

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

### **Grade: 2**

A priority to ensure pupils' good personal development and well-being lies at the heart of much of what the school does to raise pupils' aspirations and improve their attitudes and behaviour. Pupils have positive attitudes towards their learning, as well as to each other and the teachers. Pupils comment, 'All the children get on really well here'. Behaviour is good in class and around the school and ensures that pupils are ready to learn and to engage in their lessons. Attendance is satisfactory and the school works very hard with parents and outside agencies to improve it.

The very few incidents relating to bullying and racism are dealt with swiftly. Pupils say they are taught about living safely and feel safe in school. Pupils' spiritual, moral, social and cultural development is good overall, but their understanding of other cultures is not as strong. Pupils develop a good sense of right and wrong. They take seriously the responsibilities they are given, for example, on the school council and as 'buddies' helping with younger pupils. Pupils eat and drink healthily and have a good understanding of the importance of leading a healthy lifestyle. All pupils develop key life skills, which prepare them satisfactorily for their future and the world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The overall quality of teaching is satisfactory and results in all groups of pupils making at least satisfactory progress in their learning. There is some good and outstanding teaching. In these lessons, teachers use questioning techniques to challenge pupils to think hard and work out problems for themselves. Learning is made exciting and challenging and assessment is used very effectively to chart pupils' progress. This teaching leads to good achievement. Pupils in Key Stage 1, in particular, benefit from such teaching and achieve well. Where teaching is satisfactory, the pace drops and the work is not as challenging. Throughout the school, pupils are managed well, which results in good behaviour and means that pupils come to class with positive attitudes, ready and willing to learn. Pupils are encouraged to cooperate and share ideas with their 'elbow partners,' who sit next to them, and benefit from taking responsibility for their own learning. Planning is undertaken conscientiously and teachers' use of assessment and marking are satisfactory. However, teachers' lesson plans do not always make clear what they expect pupils of different abilities to attain.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum meets the needs of pupils well and places appropriate emphasis on the core skills of literacy and numeracy. While it is effective, it has not made its full impact on raising pupils' achievement. All required subjects are taught and teachers plan carefully to ensure that pupils' knowledge, understanding and skills build progressively across the years. Information and communication technology is used satisfactorily to support pupils' learning in different subjects. There is an appropriately planned programme of personal, social, health and citizenship education, which promotes pupils' good personal development. The creative arts feature well. Pupils participate regularly in physical exercise, both within and outside lessons. Teaching French and Spanish adds breadth and interest to the curriculum and pupils enjoy learning these languages. Not enough use is made of visitors to the school or visits to the local and wider area to enrich pupils' learning about the wider world. A good range of extra-curricular activities in the arts, music and particularly sport provides additional opportunities and pupils' levels of participation are good.

### **Care, guidance and support**

#### **Grade: 2**

The school provides a warm, caring atmosphere in which all pupils feel safe and are confident in the support they are given. Parents agree, saying any problems are quickly solved and

vulnerable pupils receive the extra care they need. Child protection procedures are securely in place, meet current guidelines and arrangements for health and safety are robust. Good induction procedures in both the Nursery and Reception classes ensure that parents and children are welcomed into the school. Transition throughout the school is effective in ensuring that pupils and parents are confident in moving to a new phase. Support for pupils with learning difficulties and/or disabilities is outstanding and highly effective. This ensures that these pupils access the curriculum fully. Support staff play a valuable role in this process. The school works closely with a range of outside agencies which develops further the excellent provision available for these pupils. Academic guidance is good overall and ensures that any underachieving pupils are quickly identified and helped back on track. However, while targets are in place for individual pupils, many do not know clearly the next steps they need to take in their learning.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. There are a number of good features. Whole-school planning is good, and priorities are appropriate to guide further improvement. The senior leadership team ensures that raising standards and improving achievement are first priorities. As a result, the recent decline in standards has been reversed. Other staff, with leadership and management responsibilities, also show a keenness to raise standards. However, subject leaders do not possess the necessary skills in lesson observation to judge accurately the impact of teaching on the progress pupils make. Governors fulfil their responsibilities well and make a positive contribution to establishing a clear vision for the school. Targets for improvement at all levels are challenging and are increasingly being met. Self-evaluation is undertaken carefully, but school leaders are too generous in their judgement of the school's overall effectiveness. There are impressive partnerships with outside agencies to support the school's work and effective links with other schools. The provision for community cohesion is unsatisfactory. The lack of an action plan means that provision is patchy and the school lacks clear means of evaluating the impact of its teaching in this area.

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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?	3
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	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which 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	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
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	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Grange Community Primary School, Winsford, CW7 2EG

Thank you all for your warm welcome to me and my colleague when we visited your school. Please thank your parents and carers for all their letters and for taking the time to talk to us. We judge your school to be satisfactory overall and it has some good features. We enjoyed coming to your lessons, talking to you and reading your work. We were very impressed with the way you make such a good contribution to the excellent displays in your classrooms and around the school. You are taught to be proud of your school and you show this by making it so attractive. It was a pleasure to be in your classrooms. We also enjoyed very much your enthusiastic singing in assembly. Most of all we enjoyed the way you were all so helpful and friendly.

We were very impressed by the way you look after yourselves, each other and your school. You take your responsibilities very seriously and older pupils in particular are very helpful to younger children. This all contributes to your living safely and healthily. Your behaviour is good, both in classrooms and out and around school. You say you like your teachers and the way they take good care of you. You tell us that you know you can turn to your teachers if you ever need any help of any sort. We appreciate how well your school helps you to develop into mature young people, who get on well with each other.

It is usual after an inspection to ask the school to improve some things. To make things even better, I have asked that all teachers in charge of subjects are helped to check more accurately the progress you make in their subjects. I also would like your teachers to improve the writing skills of boys in Years 3 to 6. You can help by working harder in this area. I have asked that teachers make clearer what they expect all pupils to learn in their lessons. Finally, the school needs to give more attention to teaching you about living in the wider community.