

Grangehurst Primary School

Inspection report

Unique Reference Number	103663
Local Authority	Coventry
Inspection number	336129
Inspection dates	4–5 May 2010
Reporting inspector	Alwyne Jolly

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	The governing body
Chair	Geraldine McCann
Headteacher	Kerry Ward
Date of previous school inspection	12 March 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons and saw 17 teachers. They held meetings with groups of pupils, members of staff and governors and a few parents were spoken to informally. They also looked at the school development plan and documents relating to planning, monitoring and safeguarding, communications with parents, records of governors' meetings and 110 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of pupils in Years 1 and 2, particularly those from Indian ethnic backgrounds, and more-able pupils throughout the school
- the progress pupils make in mathematics
- how far teaching is faster paced and better matched to the needs of the pupils than in the last inspection report
- how rigorously the staff and governors are monitoring the school's performance and taking actions to drive up standards
- the strategies used in the school to improve levels of attendance and reduce the number of persistent absentees.

Information about the school

This larger-than-average school is situated on the eastern side of Coventry. The percentage of pupils who have special educational needs and/or disabilities, mainly for moderate learning difficulties, is above average. About two-fifths of pupils come from minority ethnic backgrounds, although only a small number are in the early stages of learning English. The school has achieved Healthy Schools status. The school has a breakfast and after-school club which were inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school has several significant strengths and some key areas for improvement. It is a happy school, characterised by a united, highly committed staff and enthusiastic pupils whose enjoyment of school is transparent. One of the major successes of the headteacher has been to create an inclusive, harmonious community, where all pupils feel completely safe and where the spiritual, moral, social and cultural development of pupils is outstanding. This was summed up by one parent's comment that 'the school has a great community spirit and all children are valued as individuals'. Pupils respond with consistently good behaviour so that the atmosphere is orderly and purposeful. The good care and guidance provided is epitomised by the prompt implementation of strategies to aid the progress of pupils in the early stages of English and the effective work of the learning mentor in supporting vulnerable pupils.

Children make particularly good progress in the Early Years Foundation Stage. Relationships are good and there is a well judged combination of teacher-led activities and independent learning. Children respond well to the stimulation of working in an attractive, well-organised learning environment. In this way they are very well prepared for the transition to Year 1.

Pupils attain average standards by the time they leave the school so that overall achievement is satisfactory. The weakest area is in mathematics, particularly in the development of the key skill of calculation, notably for some girls in Years 3 to 5. The pupils' overall progress has been adversely affected by unforeseen levels of staff illness which have caused some disruption to a few classes. The quality of teaching and learning is satisfactory. In the better lessons, teaching proceeds at a quick pace with effective challenge and support given to pupils of all abilities. By contrast, in a few lessons, pupils' interest is insufficiently engaged due to prolonged introductions, and the needs of the more able in particular, are not fully met.

The senior management team is clearly focused on raising standards and is well supported by an effective governing body. Systems to track the progress of pupils have been improved relatively recently and they are starting to provide valuable detail which has led to specific groups and individuals being targeted for additional focussed support. There are already distinct signs of improved progress as a result. The headteacher and the leadership team has a good grasp of the strengths and weaknesses of the school and has correctly identified its priorities in a thorough development plan. The success of the school's actions indicates that it has a satisfactory capacity to sustain improvement.

What does the school need to do to improve further?

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- Improve the quality of teaching by ensuring teachers more consistently:
 - match tasks precisely to the wide needs of pupils, particularly the more able
 - involve pupils more actively in their own learning
 - use the information gained from the new rigorous tracking systems to plan lessons that ensure pupils make better progress.
- Improve attainment in mathematics throughout the school by:
 - extending pupils' understanding of the key skills necessary for calculation
 - addressing the specific needs of girls in Years 3 to 5.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils' wholehearted enjoyment of school is manifested in consistently good behaviour and positive attitudes. They participate enthusiastically and listen politely to the views of others when working in pairs and in group discussions which are a regular feature of lessons. They emphasised how completely safe they feel in school.

There has been an unusual level of staff absence and disruption to classes this academic year, which in part explains the fluctuation of pupil progress throughout the school. Pupils' work observed in classrooms shows that the level of attainment is average through Years 1 to 6 with a marked acceleration in progress during the final year. Some of the best work seen was in English. However there remain some weaknesses in mathematics, notably in calculation and specifically for girls in Years 3 to 5, where pupils have not sufficiently grasped the key skills necessary to apply their knowledge to solve problems. The school's data and current work confirms that Year 3 pupils are making better progress overall than was indicated by their Year 2 test results last year. It also shows that Indian pupils in that cohort and those currently in Years 1 and 2 are now making faster progress than is usually found. Pupils who have special educational needs and disabilities are making appropriate progress but some of the more-able pupils do not always attain the standards of which they are capable. Nevertheless, pupils' achievement is satisfactory overall.

A large number of pupils take part in sport as part of the full, varied range of extra-curricular activities. This high uptake, combined with the school's Healthy School status, is testament to the commitment pupils have towards adopting a healthy lifestyle. Pupils take an active part in their own school community through the school council and carrying out several responsible tasks in school such as providing the technical support for assemblies. They also contribute effectively to the wider community for example by supporting local groups and linking with the local church. Attendance is average and the school has effective systems to deal with the few persistent absentees. Pupils are satisfactorily prepared for the future, notably in Year 6 where there is a strong focus on relating their learning, for example about earning money, to real life contexts. They

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benefit from good links and support from the main secondary school.

The spiritual, moral, cultural development of pupils receives considerable emphasis through lessons, visits, extra-curricular activities and thoughtful assemblies which most effectively encourage pupils to become well-rounded and sensitive individuals who are empathetic to the needs of others. Different cultures and religions are celebrated in an 'Annual Celebration of Cultures Day' and the 'Around the World Adventure' week. This highly effective focus enables all pupils to develop a deeper understanding, tolerance and respect for their local and global communities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Although there is some good teaching in the school, notably in Year 6, there remains some variability between Years 1 to 5. In the best lessons, teachers consistently involve pupils, engaging their interest and hard endeavour to ensure they make good progress. When learning is less effective, it is often due to overlong introductions where pupils remain passive. Not all lessons consistently meet the varied needs of pupils. This is particularly the case for the more-able pupils, who occasionally do not receive enough

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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challenge to ensure they make good progress. Teachers and teaching assistants have good relationships with pupils so that lessons are invariably orderly. Pupils' work is marked regularly and thoroughly with helpful guidance on how it they can be improved. There are now secure systems to assess and track pupils' progress regularly.

The school provides additional funding to ensure that all pupils are able to enjoy the wide range of extra-curricular activities and visits provided to enhance the curriculum further. A 'creative curriculum' is at an early stage of development to further extend and stimulate pupils' learning. Although the curriculum fulfils all statutory requirements, it is not always providing for the needs of some of the more-able pupils.

There are well developed arrangements for the care of all pupils which ensure their good personal development and support their learning satisfactorily. Pupils who have special educational needs and disabilities benefit from well considered individual education plans so that they make appropriate progress.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The creation of standards leaders and an improved tracking system has enabled the school this academic year to monitor better the progress of pupils within each two year band. There is now more accurate detail on the progress of pupils both within year groups and from groups from different ethnic background, gender and ability. This is supporting the school's drive to ensure equality of opportunity for all of its pupils and has led to an effective analysis of which pupils need further support to improve standards. It is already having an impact on individual pupils' attainment, although assessment data confirm that, while progress is satisfactory overall, it remains variable.

The headteacher, deputy headteacher, leadership team and governors are committed to raising standards and have a very accurate picture of the school's strengths and weaknesses. The governors have effective systems to review standards and provision. They have a range of expertise which enables them to not only support but also to challenge the senior management team where they feel the school's performance is not good enough, such as current standards in mathematics. Monitoring of teaching and learning is thorough but the impact of new strategies to ensure teaching is consistently good or better has been limited. This is partly because the leadership team has been hindered in its efforts to improve the quality of teaching by a high level of staff illness and the need to concentrate on establishing temporary arrangements to cover classes.

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Safeguarding arrangements were rigorously applied at the time of the inspection and are regularly reviewed. The school has carried out a thorough audit and has a clear action plan to promote community cohesion locally, nationally and internationally. Current links however are much stronger at the local level than beyond. The school employs a range effective of strategies to involve parents and carers, who were very positive in their judgements of the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children join Reception with below-average levels of literacy and numeracy. They make good progress so that they finish the year with attainment in line with the expected levels for the Early Years Foundation Stage. The weakest area is boys' writing skills.

Teaching and learning are consistently good. The staff work hard as a team to provide good support for learning. The high staff ratio ensures that they know the children well and allows the children to work in small focus groups. Staff use questioning effectively to help children think about what they are learning. The team is well led by the Early Years Co-ordinator who liaises closely with the adjacent playgroup and parents to ensure children settle quickly and happily into school.

The learning environment is attractive, stimulating and fun. The zoned areas for learning and the daily challenges really help the children to enjoy their learning.

The days are well structured and planned with many opportunities for the children to be actively involved in their own learning. The school identified a need to improve handwriting and, as a consequence, children are encouraged to practise this skill at

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every opportunity. The children play and cooperate with each other well and are confident to talk to each other and adults about what they are learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents and carers who responded to the questionnaire are happy with their children's experience of school. They are particularly positive about their children's enjoyment of school life and how well the school keeps them safe and helps them to have a healthy lifestyle. A few parents believe that the school does not deal effectively with behaviour. However, the pupils reported that they believed unacceptable behaviour was dealt with appropriately and inspectors judged behaviour to be good. A small minority of parents did not feel they were sufficiently informed about their children's progress. Inspectors considered that the school provided satisfactory information, which was similar to what was provided by most primary schools.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grangehurst Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 110 completed questionnaires by the end of the on-site inspection. In total, there are 410 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	52	52	47	1	1	0	0
The school keeps my child safe	59	54	48	44	1	1	0	0
The school informs me about my child's progress	52	47	49	45	8	7	1	1
My child is making enough progress at this school	47	43	53	48	8	7	1	1
The teaching is good at this school	44	40	59	54	7	6	0	0
The school helps me to support my child's learning	39	35	63	57	8	7	0	0
The school helps my child to have a healthy lifestyle	38	35	66	60	3	3	2	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	38	35	56	51	8	7	0	0
The school meets my child's particular needs	41	37	61	55	6	5	0	0
The school deals effectively with unacceptable behaviour	37	34	58	53	11	10	0	0
The school takes account of my suggestions and concerns	37	34	56	51	7	6	3	3
The school is led and managed effectively	49	45	54	49	5	5	1	1
Overall, I am happy with my child's experience at this school	51	46	50	45	8	7	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 May 2010

Dear Pupils

Inspection of Grangehurst Primary School, Coventry, CV6 6JN

Thank you very much for your warm and friendly welcome during the recent inspection of your school. It was a pleasure to meet you all.

Your school is a satisfactory school with several good features. The curriculum you learn is satisfactory with a good range of clubs, activities and visits and all the teaching is at least satisfactory. The leadership and management of the school are sound and you receive good encouragement to take an active interest in the local community and wider world. From the moment we arrived we were impressed by your good behaviour and how you felt safe and enjoyed school. The school makes sure you are cared for well and that you get the help you need to make satisfactory progress. You have a good understanding of a healthy lifestyle. Your spiritual, moral, social and cultural development is outstanding.

We have asked the staff and governors to make your learning even better by looking at two issues:

- improving achievement in mathematics by giving more support to girls in Years 3 to 5 and helping you all understand the skills needed when you do calculations
- ensuring teachers use the information they have about your progress to plan tasks better for all abilities, particularly the more able of you, in order to maintain your interest so you do your best.

You can also help by continuing to work hard and acting on the advice teachers give you when they mark your work.

Yours sincerely

Alwyne Jolly

Lead inspector

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