

Grange Primary School

Inspection report

Unique Reference Number	111661
Local Authority	Hartlepool
Inspection number	337719
Inspection dates	15–16 July 2010
Reporting inspector	Gordon Potter

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 of pupils on the school roll	369
Appropriate authority	The governing body
Chair	Cllr Robert Flintoff
Headteacher	Mrs L Perfect
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 32 lessons taught by 16 teachers, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at school policies and documentation, pupils' work, assessment data, monitoring records and strategic planning. They also scrutinised 121 questionnaires returned by parents and carers as well as questionnaires from staff and pupils.

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

- the quality of teaching and its impact on the rates of progress made by all groups of pupils
- the pupils' understanding of life in other countries and the multi-cultural make-up of society in the United Kingdom.

Information about the school

This is a much larger-than-average school. The proportion of pupils known to be eligible for free school meals is well above average. Most pupils are from White British backgrounds. The proportions of pupils with special educational needs and/or disabilities and of those with a statement of special educational needs are well above average. The school has achieved the Healthy Schools, Activemark and Artsmark Gold awards in the last two years. The school provides places for pupils with physical and medical needs, complex learning needs and moderate learning difficulties.

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?

1

The school's capacity for sustained improvement

1

Main findings

In this outstanding school, a vibrant curriculum and exemplary teaching stimulate pupils and help them to make exceptional progress, with the result that they achieve well and are enabled to attain average standards. Extremely high-quality care from all staff enables pupils to thrive as confident, happy, articulate and well-motivated individuals. Pupils have an advanced understanding how to stay healthy, behave extremely well and are certain that they feel safe in school. They have highly developed spiritual, moral, social and cultural awareness and have great awareness of the history of their own town, of life in other countries, of different faiths and cultures and of the multi-cultural make-up of society in the United Kingdom. Despite average standards and attendance, their rapidly developing skills in group work, English, mathematics and information communication technology (ICT) ensure that they are well prepared for their future economic well-being. They make a major contribution to the life of the school and to the local community.

The exciting curriculum is strongly focused on developing not only pupils' skills in literacy and numeracy but also their confidence and achievement in art, making television programmes in the school's recording suite, science and the humanities. While pupils make exceptional progress because of extremely skilful teaching, there is scope for standards to be higher by allowing more opportunities for pupils to investigate together, to solve problems and to apply their skills. The school has much useful data about pupils' skills and abilities and employs it well to plan work to engage all pupils. Highly effective practice in the way in which pupils with special educational needs and/or disabilities are supported means that they make exceptional progress. There is good and improving provision in the Early Years Foundation Stage, where children thrive and are given a flying start to their education. There are outstanding partnerships with outside agencies.

The inspirational leadership of the headteacher, supported extremely ably by leaders at all levels and by an outstanding governing body, has ensured that the school has continued to improve. Their clear-sighted self-evaluation has meant that initiatives, including improved provision in the Early Years Foundation Stage, a more stimulating curriculum and more effective assessment strategies, have raised standards and led to pupils making outstanding progress. Recent improvements to the site access continue to ensure that pupils' safety is given high priority. Given the excellent quality of provision and remarkable outcomes for pupils, this ensures that the school's capacity to improve is extremely secure and it provides outstanding value for money.

What does the school need to do to improve further?

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- By 2011, raise pupils' attainment to higher levels by providing further opportunities to:
 - investigate together
 - solve problems
 - apply their skills across a wider range of subjects.

Outcomes for individuals and groups of pupils**1**

Inspectors observed very high levels of enjoyment and achievement in all classrooms by all groups of pupils. Pupils have excellent attitudes, are extremely courteous, form very strong relationships and show great keenness to do well in their work. They achieve highly and clearly enjoy their learning. They achieve particularly well in media studies, ICT and in studying local history. They enjoy challenging and lively activities especially, such as using news reporting skills to investigate Victorian Hartlepool or planning together to design ships or towns.

From very low starting points, pupils make outstanding progress to attain average standards by the time they leave Year 6. Refinements to teaching and an increasingly stimulating curriculum are enabling pupils to make even more rapid progress, including the younger children who are benefiting from improvements to the way in which reading and writing are taught. Pupils with special educational needs and/or disabilities are exceptionally well supported and make outstanding progress.

Pupils are extremely aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in their keen involvement in physical education and sport and the high take-up of healthy school meals. They care for one another extremely well, have great respect for each other and for the adults in the school, and say they feel safe. Pupils are confident that they know exactly what to do in the event of a concern.

Pupils take on roles willingly as playground helpers and older pupils train younger pupils in how to use the school's digital media broadcast platform. They make an extremely positive contribution to the school community through the school council, which has brought about improvements in playground equipment and the school's commitment to re-cycling waste. Pupils support a range of charities and participate in competitions, activities with local businesses and support improvements in the local environment. Pupils are well-equipped for their future economic well-being because their skills in ICT, including some advanced technology, and in speaking and listening are securely developed and compensate for average basic skills in English and mathematics and average, but improving attendance.

These are the grades for pupils' outcomes

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

How effective is the provision?

Outstanding teaching is a central feature of the school and contributes to the excellent progress pupils make. Teachers guide learning extremely well using discussion, investigation and computers to engage pupils and to stimulate their thinking. During the inspection, teachers were observed using a multi-sensory approach with music, movement, lights and drama to enthuse pupils about life under the sea. Teachers make it clear to pupils how they will know if they have succeeded in their work, skilfully directing and checking their learning. Marking is highly effective so that pupils are clear about what they have achieved and know what they have to do to improve.

The curriculum contributes to high standards by offering pupils a wide range of challenging and creative activities. There are many opportunities for pupils to write in subjects other than English. Pupils' developing confidence in using language means that they would benefit from even more opportunities to investigate together, to solve problems and to apply their skills. Links with schools locally and abroad, visits to places of worship and the highly successful creative events with artists from different cultures, support pupils' spiritual, global and cultural development strongly. Visits by theatre groups and authors and their own trips to places such as the local radio station in Middlesbrough enrich their learning and support their skills in music, team work and ICT. The pupils participate enthusiastically and successfully in a range of extra-curricular activities.

All staff have detailed knowledge about individual pupils so that pupils are extremely well cared for and develop high self-esteem, respect and a sense of responsibility. A key feature of the support is the excellent provision for pupils with special educational needs

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and/or disabilities, particularly for those with complex physical and learning needs. Well-established practices involve parents and carers when their children enter school, move from class to class and transfer to secondary school.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The highly respected and effective headteacher has relentlessly pursued and achieved excellence in the education the school offers its pupils. She has achieved a perfect balance between her own drive for improvement and the necessity to delegate responsibility for planning, implementing and monitoring initiatives to senior leaders and subject coordinators, who are very clear about their roles and respond extremely well to the accountability. There is an exceptionally well-organised programme of continuing professional development, which uses the skills of staff in the school to share expertise, as well as working closely with local and national providers to advance school improvement. The school knows itself extraordinarily well. Plans for improvement, to which all staff and governors contribute, are remarkably clearly delineated and are monitored regularly through a highly effective network of steering groups. Accordingly, the school has brought about improvements in the curriculum, teaching and the Early Years Foundation Stage and there are detailed and appropriate priorities to effect even further improvements in the curriculum.

The school is proud of its inclusive nature and its place at the heart of the community. It informs parents and carers regularly about pupils' progress and uses homework extremely well so that learning can be well supported at home. It has exceptionally close links with outside agencies to support the individual needs of pupils from a range of backgrounds and those with medical, physical and learning needs, showing the school's remarkable commitment to promoting equal opportunities, tackling stereotypes and ensuring that discrimination against any group is avoided at all times.

The governing body has skilfully offered strong support and rigorous challenge to the school and closely monitors its work. The school's arrangements for safeguarding pupils are extremely robust and meet government requirements. There are excellent procedures to ensure the safety of all pupils. The school makes an excellent contribution to community cohesion and its role in helping pupils to gain an advanced understanding, not only of the social and historical context of their own town, but of their place as global citizens and as members of a culturally diverse society.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children feel safe, are confident, happy and settled and enjoy activities in all areas of learning. They share games, work together and behave well. The school provides a well-set-out and stimulating learning environment both indoors and outdoors and children are enthused by the opportunities to paint and make animations. Teaching is most effective when adults interact with children in group activities, although, as yet, some activities are not related clearly enough to learning goals. In whole-class sessions, teachers promote children's confidence in identifying sounds and letters and in developing early writing skills skilfully, which, along with speaking and listening, are weaker areas of children's development. All adults are particularly effective in using puppets and role-play to develop children's confidence as speakers.

The leader of the Early Years Foundation Stage has a clear understanding of how children learn and there is a strong team ethos so that new initiatives and use of clear assessment, including detailed learning journals, ensure children make good progress from starting points which, despite a range of ability, are mostly at a level well below what is typical for children's ages. A range of healthy snacks and drinking water help children develop a good understanding of how to stay healthy. Staff ensure that requirements to ensure children's safety are met. Outstanding care, highly effective partnerships with parents and carers and a well planned programme of induction ensure that children with a diverse range of learning needs settle quickly into the Nursery class and flourish. Arrangements for transition into Year 1 are well-developed.

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

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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

A small minority of parents and carers responded to the questionnaire. The respondents support the school exceptionally strongly. The overwhelming majority are happy with their child's experience at the school, like the way in which the school helps pupils to feel safe, stay healthy, enjoy their learning and behave well. Almost all parents and carers who responded are strongly supportive of the quality of teaching and leadership and the way the school informs them about their children's progress and takes notice of their concerns. The inspection team agrees that these are positive features of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grange 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 121 completed questionnaires by the end of the on-site inspection. In total, there are 369 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	64	41	34	1	1	1	1
The school keeps my child safe	86	71	35	29	0	0	0	0
The school informs me about my child's progress	78	64	42	35	1	1	0	0
My child is making enough progress at this school	75	62	43	36	3	2	0	0
The teaching is good at this school	79	65	42	35	0	0	0	0
The school helps me to support my child's learning	71	59	49	40	1	1	0	0
The school helps my child to have a healthy lifestyle	69	57	51	42	1	1	0	0
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)	67	55	51	42	1	1	0	0
The school meets my child's particular needs	71	59	47	39	1	1	0	0
The school deals effectively with unacceptable behaviour	61	50	54	45	4	3	1	1
The school takes account of my suggestions and concerns	64	53	56	46	1	1	0	0
The school is led and managed effectively	76	63	44	36	1	1	0	0
Overall, I am happy with my child's experience at this school	80	66	40	33	0	0	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.



19 July 2010

Dear Pupils,

Inspection of Grange Primary School, Hartlepool, TS25 3PU

On behalf of the team, thank you so much for making us welcome when we inspected your school recently.

You go to an outstanding school. We saw many excellent things during our visit, and this included the way you all work and behave. The team was impressed by the pride you take in your work, how hard you work in lessons, your confidence in speaking and in using some very advanced technology in your television studio. You behave very well, show great respect for one another and look after one another admirably. You are very polite and helpful and we enjoyed talking to you about your school. You told us that you look forward to coming to school because you like your teachers and appreciate the activities the school provides for you, such as, visitors, visits and clubs. Your parents and carers like the school very much. All staff care for you extremely well. Your excellent teachers make your lessons fun. They help you learn well and tell you clearly how to improve your work. They also know what to do to make the school even better.

I have asked your teachers to do the following to make your school even better:

- to help you to reach higher standards at the end of Year 6 by giving you more chances to investigate together, solve problems and to apply your skills.

You can help by continuing to do your best and by continuing to improve your attendance. I wish you every success in the future.

Yours sincerely,

Gordon Potter

Lead Inspector

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