

# Grange Infant School

## Inspection report

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<b>Unique Reference Number</b>	116171
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338748
<b>Inspection dates</b>	23–24 November 2009
<b>Reporting inspector</b>	Colin Lee

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	200
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Gueran
<b>Headteacher</b>	Janet Taylor
<b>Date of previous school inspection</b>	6 October 2006
<b>School address</b>	Franklin Road Rowner Gosport PO13 9TS
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 21 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the data the school has collected on pupils' attainment and progress, the school strategic plan, lesson and curriculum planning and procedures for keeping pupils safe. Forty-one parental questionnaires were returned and scrutinised by the inspection team, who also spoke with a number of parents.

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

- Pupils' attainment and progress in reading and writing
- The role and responsibilities of subject leaders
- The way that the school evaluates the effectiveness of its provision for the Early Years Foundation Stage.

## Information about the school

The school is smaller than average. It serves an area where there is much social and economic disadvantage. Almost all of the pupils are from White British backgrounds. There are two single-age classes in each year plus a mixed-age class of Reception/Year 1 and another mixed-age class of Year 1/Year 2. Pupils in Reception are classed as being in the Early Years Foundation Stage whether or not a school teaches them in mixed-age classes. The current proportion of pupils who have special educational needs and/or disabilities is below the national average.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. There are some outstanding features in aspects of its provision and the outcomes this produces. This is due to the school's high expectations, particularly of pupils' attitudes, behaviour and the standards they should attain in all their work. Staff show a strong sense of teamwork that has been fostered by the headteacher's highly effective leadership.

Pupils enjoy coming to school and behave exceptionally well. They know that they are cared for extremely well and that they make a very important contribution to the school community. They have an excellent knowledge of how to stay healthy. Their achievement is good. They make outstanding progress in much of their personal development due to the emphasis put on this from the moment they start school. Their academic progress builds progressively on the sound start made in the Early Years Foundation Stage and the children's satisfactory achievement there. Thereafter, all groups of pupils achieve well, with progress increasing in Years 1 and 2 so that almost all pupils make at least good progress in all aspects of their learning by the end of Year 2. This is one of the school's major improvements since the last inspection and has resulted in a significant rise in standards. Any variations in progress between groups of pupils are spotted quickly and tackled successfully. This is done by seeing where teaching can be improved and by constructive use of information about progress to decide on actions to be taken. Teaching and learning are good and there are some outstanding examples of teaching in Years 1 and 2. .

Leadership and management are good. The headteacher's drive and determination have placed a sharp focus on improving pupils' basic literacy and numeracy skills, together with a constant emphasis on pupils' personal, social and emotional development. The school knows itself well. Its strong self-evaluation and many improvements in recent years show that it has a good capacity for improvement in the future. There is good strategic planning in terms of whole-school targets. Progress towards these targets is continuously checked by senior leaders but governors are not sufficiently involved in checking that progress for themselves. With the exception of literacy and numeracy, planning by subject leaders is not as strong. In some subjects it is not linked closely enough to the whole-school priorities, nor is it focused enough on raising standards. Senior leaders recognise that the Early Years Foundation Stage is not as strong as Key Stage 1. The provision rightly concentrates on the children's low starting points in language and personal development. Children's learning in these areas is successful in activities selected by adults. Opportunities for learning from activities that children choose for themselves are sometimes missed because there is insufficient detailed planning for this.

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Among the many successes, two features of leadership and management stand out. Firstly, there is the strong partnership that has been developed with parents and carers, and with the local community. This is the result of the school's exemplary promotion of community cohesion. Secondly, the effectiveness of the school's safeguarding procedures is outstanding. Pupils say they feel safe and cared for at school and this reflects what is at the heart of the school's ethos.

**What does the school need to do to improve further?**

- Accelerate learning in child-initiated activities in the Early Years Foundation Stage by developing planning that identifies opportunities in more detail.
- Improve subject leadership and management by ensuring that subject action planning is aligned with priorities in the school strategic plan and indicating how planned subject developments will raise pupils' standards.
- Improve the governing body's monitoring of progress towards targets in school strategic planning.

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

Pupils' strong enjoyment of school is seen in their enthusiasm in lessons, the excellent relationships in their play together and their confidence that they make an important contribution to the school community. From this enjoyment stem important outcomes such as outstanding spiritual, moral, social and cultural development. Pupils laugh a lot; school is a place where they can be happy.

Many parents are confident that their children make good progress, as are the pupils themselves. They are correct: pupils make significant progress from starting points in reading, writing and mathematics that are often below expected levels. The current Year 2 pupils are on track to attain standards that are above average in these subjects by the end of the year. This reflects a continuing trend of rising standards in the last three years. Beyond the core subjects of English, mathematics and science, there is strong evidence of the high levels of Year 2 pupils' skills in information and communication technology.

Pupils' learning is helped by effective target setting. They know their targets well and they know what they need to do to improve. They are very involved in deciding how well their learning is progressing. They assess their own learning at the end of a lesson by considering if they have matched the success criteria that, with teachers' help, they set for themselves. For example, pupils in the Year 1/2 class reviewed the winter poems they had written by checking if they had included the desired features of similes and interesting adjectives. They were not only pleased that they had done this themselves but they were also appreciative of what others had written. The lesson also showed the good progress made by pupils who have special educational needs and/or disabilities. This was evident in all lessons and owes much to the high quality of support from teaching assistants.

Pupils are eager to contribute to school life, and those with specific responsibilities, such

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as school councillors or playground pals and play leaders, carry out their duties very conscientiously. Behaviour is outstanding in lessons, assemblies and at playtimes. This is due to the way that pupils are encouraged to consider others at all times. This in turn helps foster the strong sense of community within the school. Pupils follow a clear moral code, placing great emphasis on fairness. They have excellent understanding for their age of other cultures and faith groups. They talk very knowledgeably about the importance of healthy eating and take regular exercise. The range of good and outstanding outcomes in academic and personal development means that pupils are well prepared for the next stage in their education. Attendance is improving. It is average and this reflects the school's continuing work with families needing support in order to reduce their children's levels of absence.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Senior leaders place great emphasis on monitoring and improving the quality of teaching and learning and teachers benefit greatly from this focus on their professional development. In Years 1 and 2, pupils have tasks closely matched to their different

<sup>1</sup> 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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abilities but this is not always given sufficient thought in the Early Years Foundation Stage.

There is consistent checking of pupils' progress during lessons and through testing and assessment at fixed points during the year. Teachers use this information constructively to get a picture of long-term progress and to identify groups or individuals who are not reaching targets set for them. This establishes those who need particular provision to help them where they are finding learning difficult. Teachers' explanations of the learning objectives of lessons and tasks, the opportunities given to pupils to set the success criteria for their work and good quality feedback and marking all have good impact on pupils' learning and increase pupils' progress.

The school has a successful programme for developing pupils' reading and comprehension skills through organising all pupils in Years 1 and 2 into ten ability groups for an hour a day for four days a week. Planning of the curriculum is ongoing and, though development is not complete, staff are working on developing a series of topics in which subjects are linked together. Some of this is already well established, such as the Year 1 topic on the First World War. This integrates history, literacy, mathematics, art, design and technology and personal, social, health and citizenship education. As part of the topic day during the inspection, all pupils and staff were in costume for experiencing what school was like in 1914. The pupils even showed a sense of absolute awe when the headteacher entered the room to inspect if hands were clean. From this and the day's other well-planned experiences, pupils developed an excellent understanding of differences between then and now. Good use is made of the school and local environment as a resource for learning, aiding many aspects of pupils' learning and developing a sense of citizenship. Other good learning opportunities are provided in activities out of school hours, including gardening, sport, film making and several music groups. These are very popular and take-up levels are high.

The high quality of pastoral care, guidance and support makes these outstanding features of provision that have considerable impact on pupils' personal development. The needs of any pupils whose circumstances have made them vulnerable are fully met and there is extra help and support for any pupil who needs it. Well-trained, knowledgeable support assistants provide invaluable help for pupils who have emotional difficulties.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

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## How effective are leadership and management?

The headteacher provides outstanding leadership, and staff respond to her drive with a shared ambition for school improvement. The priorities for the school's development are monitored and evaluated continuously by the senior leadership team. This means that strategic planning has direction and clear goals. Delegation of responsibility has resulted in good leadership by the teachers identified to lead the work related to the main whole-school targets, but subject leadership is not as strong. The school makes good use of various partnerships, in particular with the many local pre-school providers, the neighbouring junior school, professional networks and community organisations. These links impact well on provision.

Governors are enthusiastic and proud of the way the school is improving. There is a planned schedule of visits to be made by individual governors and these make them more informed about the school's work in general, though they are not focused on areas of school development. Governors ensure all requirements of equalities legislation are met and the school's very effective analysis of performance of different groups means promotion of equal opportunity is good. Safeguarding arrangements are meticulous and staff are well trained and vigilant in their attention to health and safety, risk assessment and child protection issues.

Senior leaders constantly evaluate the impact of the policy and action taken to develop curriculum cohesion, which is a significant strength of the school. The life of the school and of the local neighbourhood has been greatly enriched by the initiatives to help parents and carers support their children's education.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



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## Early Years Foundation Stage

A rigorous induction process enables children to settle quickly into early routines. They start school with widely varying levels of attainment. A very large majority have weaknesses in both their language and personal development and early provision focuses strongly on these areas. Provision as a whole is satisfactory. The internal and external learning environments are well resourced and organised. Staff work closely together and show good levels of concern for children's welfare. The stage is led and managed satisfactorily by a new leader who has clear plans for improving the provision. Systematic observations and assessments of children's learning have recently been started but these are not used sufficiently to plan activities tailored to the needs of individual children, particularly in activities that they choose for themselves. Planning identifies what children are to learn from adult-led activities. They make satisfactory progress overall, bringing a majority to average attainment levels in their language development at the end of the Reception year. The large majority attain average levels in other areas of learning, which represents particularly good progress in their personal, social and emotional development.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Most parents who returned questionnaires or who spoke to the inspection team are very happy with the school and are supportive. They say their children enjoy school and make enough progress. Inspectors were very impressed by pupils' enjoyment of all that they do at school and saw that most pupils are making good progress. Very few negative comments were made. Inspectors don't agree that more extra-curricular clubs are needed. The range of clubs is very good for an infant school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grange Infant 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	73	11	27	0	0	0	0
The school keeps my child safe	29	71	12	29	0	0	0	0
The school informs me about my child's progress	28	69	11	27	1	2	0	0
My child is making enough progress at this school	30	73	10	24	1	2	0	0
The teaching is good at this school	29	21	11	27	1	2	0	0
The school helps me to support my child's learning	29	70	11	27	1	2	0	0
The school helps my child to have a healthy lifestyle	23	56	16	39	1	2	1	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)	27	66	14	34	0	0	0	0
The school meets my child's particular needs	25	61	15	37	1	2	0	0
The school deals effectively with unacceptable behaviour	25	61	15	37	0	0	1	2
The school takes account of my suggestions and concerns	22	54	17	41	2	4	0	0
The school is led and managed effectively	25	61	15	37	1	2	0	0
Overall, I am happy with my child's experience at this school	31	76	9	22	1	2	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



25 November 2009

Dear Children

Inspection of Grange Infant School, Gosport, PO13 9TS

Thank you for making us welcome in your school and for talking with us so willingly. We thoroughly enjoyed joining you in lessons and seeing you at work. We think your school gives you a good education overall and some things are outstanding. This is what we particularly appreciated.

- You are making good progress and you are working particularly hard at improving your reading, writing and numeracy skills.
- You behave excellently and play and work together very well indeed.
- You understand very well the importance of healthy eating and exercise.
- You say how much you enjoy the opportunities you have to take on responsibility, such as being a school councillor or playground pal, and you make an excellent contribution to the life of the school.
- You are taught well and teachers plan many interesting activities for you to do in lessons.
- You say you feel safe in school ' this is because all the adults do an excellent job in looking after you and making sure that you are safe and get help whenever you need it.
- The headteacher leads your school outstandingly well and all the adults, including the governors, are working hard to improve the school.

We have three recommendations to help your school to get even better:

- We want teachers in Reception classes to plan for all the learning that might be possible when children choose their own activities.
- Teachers who lead the different subjects should make sure that they are thinking about the main ways the school wants to improve and about how changes they want to make in their subjects will help to raise your standards.
- Governors need to check that the school is really improving the main things everyone is working on.

We hope you will carry on enjoying learning and helping your teachers to make Grange Infant School to be an even better school.

Yours sincerely

Colin Lee

Lead inspector

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