

Grange Primary School

Inspection report

Unique Reference Number	119232
Local Authority	Lancashire
Inspection number	339384
Inspection dates	6–7 July 2010
Reporting inspector	Suzi Clipson-Boyles

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	108
Appropriate authority	The governing body
Chair	Mr Nigel Malyon
Headteacher	Mr Philip McNamee
Date of previous school inspection	26 March 2007
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Introduction

This inspection was carried out by two additional inspectors. Five lessons and an assembly were seen and five shorter visits made to classrooms. Five teachers were observed, alongside seven teaching assistants working with small groups. Inspectors held discussions with parents and carers, groups of pupils, the chair of governors, staff and a representative from the local authority. They observed the school's work and looked at a range of documentation including pupils' work, policies, external reports, and written minutes from meetings and plans for improvement. They read and analysed 47 questionnaires from pupils, 42 from parents and carers, and 13 from staff.

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

- the effectiveness of provision for pupils with special educational needs and/or disabilities
- the quality and effectiveness of mathematics teaching throughout the school
- the levels of challenge provided for more able pupils in Key Stage 2
- the impact of changes to the governing body since the last inspection.

Information about the school

The school is situated in the centre of a housing estate on the edge of the city. It is smaller than the average-size primary school and has five classes. The Early Years Foundation Stage is provided in a class of Reception and Year 1 children. The proportion of pupils known to be eligible for free school meals is considerably higher than nationally. The vast majority of pupils are of White British heritage. An above average proportion of pupils join or leave the school other than at the usual times. The school's Quality Mark for Basic Skills and Healthy School award have both been renewed this year. Since the last inspection, all members of the governing body have resigned and been replaced. This process has only recently been completed and the chair of governors was appointed in January of this year.

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

Grange Primary is a good school where pupils enjoy learning and make good progress. Two aspects of their learning and development are outstanding: their excellent behaviour and the extent to which they understand and adopt healthy lifestyles. Attainment is average in English, mathematics and science, with strong evidence that levels are rising steadily in Key Stages 1 and 2. All this is the result of good teaching and a curriculum that stimulates and interests the pupils. Effective support is provided for pupils with special educational needs and/or disabilities. Pupils of all abilities achieve well in Years 1 to 6. In the Early Years Foundation Stage, progress is less consistent, though it is satisfactory overall. Much of the provision in Reception interests the children, but too little use is made of the outdoor area and, consequently, some aspects of their learning are slower to develop. Weaker aspects are not always strengthened because the impact of the provision is not considered sufficiently well when analysing assessment data.

Pupils are well cared for and supported throughout the school. They say they feel safe in school. There is always an adult to listen to their problems and any troubles are sorted out quickly. Parents and carers are full of praise for the school. One comment accurately reflects the very positive responses seen on questionnaires: 'All four of my children have been at this school, and they all enjoyed every day. It is a great school!' Pupils' enjoyment was evident everywhere during the inspection. They take great responsibility for their school. They are good learners and are equally able to work independently as well as cooperatively in groups. These attitudes, along with their improving attainment, are preparing them well for their future economic well-being. Many pupils attend well, but the overall school attendance level is only average. Pupils' understanding of healthy lifestyles is excellent throughout the school.

The school is well led and managed. Capacity to improve is good because senior leaders are continuously reflecting on and improving the outcomes for pupils. Accurate self-evaluation includes pupils and parents and carers. It helps the school to identify the right priorities. Improvement planning is well focused and effective. The leadership and management of teaching and learning are satisfactory. While there is consistently good practice across the school, the support and development needs for staff in the Early Years Foundation Stage have not been sufficiently provided for and monitored. The effectiveness of the relatively new governing body is satisfactory. Members have made a rapid start in adopting strategic responsibility for the school's future. They have a good understanding of their own strengths and weaknesses as a group, and have made well-defined plans for improving their effectiveness.

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What does the school need to do to improve further?

- Ensure that children in the Early Years Foundation Stage make consistently good progress by:
 - providing a regular variety of high quality learning opportunities outdoors
 - ensuring that there are clear targets for different ability levels in all the curriculum areas of learning
 - using assessment information more strategically to plan ongoing improvements to the provision.
- Raise and sustain the school's attendance levels to above average during the next academic year.

Outcomes for individuals and groups of pupils

2

All groups of pupils, including those with special educational needs and/or disabilities, achieve well and thoroughly enjoy their learning. Many start in Reception with skill levels that are below or well below those expected for their age. By the end of Year 6 attainment is average because the majority of pupils have caught up. Some are well ahead. Inspectors observed many examples of enthusiastic pupils in classrooms, eagerly tackling their work. They saw pupils working well independently, sustaining good concentration and producing work of a good standard, particularly in mathematics. Equally, they were seen working well in groups, discussing, problem solving and planning with great maturity. Such excellent behaviour is also evidenced by the absence of exclusions for several years. The development of these important skills is preparing pupils well for the next stages of their education and future economic well-being.

Similarly, pupils' willingness to contribute to the school and local community is another sign of their maturity and positive attitudes. They show great concern for the environment and have taken part in projects such as developing the school garden and planting trees. The school council has its own action plan and designs questionnaires to seek the views of their peers. Many pupils talked to inspectors about healthy lifestyles, often unprompted. Their knowledge is excellent across a range of different health-related issues. Sport is a strength of the school and many pupils love participating in a range of physical activities, from fencing to golf. Pupils' spiritual, moral, social and cultural development is good. Many examples of this were seen during the inspection. For example, Year 6 pupils talked with wonder as they showed an inspector photographs of the Hindu Mandir that they had recently visited. The school's attendance figures are around the national average. The school is working hard to improve this, but progress is slow.

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	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The school provides good teaching that captures the pupils' interests and helps them learn well. Teachers ensure that learning is adapted for different levels of ability and they teach focus groups very effectively. Marking is supportive and extends the learning. Staff are particularly good at assessing pupils during lessons to check if further help or challenge are required. There are good levels of challenge for more able pupils throughout the school so the proportion reaching the higher levels is rising. The teaching of mathematics is good throughout all three key stages. Pupils with special educational needs and/or disabilities are identified early so that they can be provided with additional support. This is effective in helping them catch up so a significant number no longer require the special support in subsequent year groups.

The school has done much to improve the curriculum since the last inspection, linking subjects together into exciting topics that motivate the pupils. These are enriched with a good range of visits. For example, the whole of Key Stage 2 were very excited on day two of the inspection as they set off for the Blue Water Aquarium! Visitors to the school also help extend pupils' learning and there are particularly good links with the community police and other local services.

Care, guidance and support are good in ensuring that pupils feel safe. All the staff work hard to ensure that pupils feel secure and well supported in their emotional development as well as their learning. Provision for pupils whose circumstances have made them vulnerable is good, and pupils who transfer from other schools are integrated quickly and guided effectively. Induction to the Early Years Foundation Stage is helpful to pupils and also to parents and carers. Useful information is provided in a

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variety of formats, including pod-casts, to help pupils learn at home. Pupils are prepared well when transferring to secondary school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The quality of outcomes for the pupils is due to good leadership and management. The headteacher leads effectively by embedding key responsibilities across the highly motivated team. He knows the pupils and their families extremely well through close daily contact and individualised tracking of academic progress. Focus on improvement is a driving force. Expectations are high as stated clearly in the school's entrance: 'good manners, good behaviour, good work'. This is applied consistently throughout the school. All staff are focused on the key priorities that have been identified through self-evaluation. Attainment and progress are improving as a result. Assessment information is used accurately to identify where a pupil may need additional support or a harder challenge. All pupils have an equal opportunity to succeed, but Reception children are not provided with their full entitlement to some aspects of expected Early Years provision. The school is very successful in tackling any discrimination involving racism; incidents are rare. Realistic targets are set for all pupils and a key strength of the school is how well the staff know and understand the needs of all pupils. This is evident in the good practice and procedures that are in place to safeguard all children. Extensive training has been undertaken, including very recent courses for some new members of the governing body, who have been swift to recognise that this is an important aspect of their role. Recent improvements to site safety have also been effective in reassuring pupils, parents and carers. Community cohesion is well promoted. A thorough audit of the school's work and unique context has resulted in an effective live action plan. This has impacted significantly on the curriculum, although awareness of diversity in the United Kingdom is a relatively weaker area of pupils' knowledge and understanding.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is satisfactory. Staff support children's learning and personal development well. It is a caring and supportive environment. Good discussions take place with the children about their learning and other experiences. This means that the children feel very secure and enjoy talking about their work. There are high expectations of behaviour and clear rules and rewards. This results in good progress in children's social development. Children's skills on entry to Reception vary widely. Some are at or above the levels expected for their age, but the majority are below or well below. They make satisfactory progress overall during the year. They make good progress and reach national expectations in problem solving, number and reasoning, and also in reading. However, in other areas such as communication, language and literacy, and knowledge and understanding of the world, they make less progress. This means they remain lower than national levels by the time they start in Year 1.

While some aspects of the provision are good, there is an inconsistent approach to teaching different subjects. The outdoor area is not used regularly to provide appropriate learning opportunities on a larger scale. There is a satisfactory range of choices available for the children to choose indoors. Good links are made between different areas of the curriculum, though opportunities for improving writing in meaningful contexts are limited. Opportunities are used to enrich the learning. For example, during the inspection two girls were recreating the farm that they recently visited using a variety of model animals and other materials. Leadership and management are satisfactory. All statutory welfare requirements are met. Planning is well organised and the tracking of children's progress is extremely thorough. However, the analysis of information does not provide targets for improving weaker areas in children's progress.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

The vast majority of parents and carers are overwhelmingly positive about the school. They feel that the school listens well if they have any concerns. They say that they are well informed about their children's progress. In particular, comments were made in questionnaires about how their children enjoy school and how much progress they have made. Inspectors agree with these views. Only four comments were negative and these related to specific personal issues. In each case, inspectors believe that the school has dealt with those issues correctly and appropriately.

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 42 completed questionnaires by the end of the on-site inspection. In total, there are 108 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	83	7	17	0	0	0	0
The school keeps my child safe	33	79	9	21	0	0	0	0
The school informs me about my child's progress	33	79	8	19	1	2	0	0
My child is making enough progress at this school	35	83	7	17	0	0	0	0
The teaching is good at this school	36	86	6	14	0	0	0	0
The school helps me to support my child's learning	31	74	11	26	0	0	0	0
The school helps my child to have a healthy lifestyle	32	76	8	19	1	2	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)	33	79	8	19	0	0	0	0
The school meets my child's particular needs	35	83	7	17	0	0	0	0
The school deals effectively with unacceptable behaviour	32	76	9	21	1	2	0	0
The school takes account of my suggestions and concerns	32	76	9	21	0	0	0	0
The school is led and managed effectively	32	76	10	24	0	0	0	0
Overall, I am happy with my child's experience at this school	37	88	4	10	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

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.



8 July 2010

Dear Pupils

Inspection of Preston Grange Primary School, Preston, PR2 6PS

It was a pleasure to meet you all when we inspected your school. We were very impressed with your outstanding behaviour. Thank you for your help with our questions.

We have judged that Preston Grange is a good school. The teachers help you learn well so you make good progress. We were pleased to see that you enjoy your lessons – that is important too! The teachers plan lots of interesting ways to help you learn. They keep a very close check on your work every week so that they can change your learning if it is too hard or too easy. You work very sensibly in groups: planning, discussing and problem solving. You are absolute stars when it comes to talking about healthy lifestyles! You know so much about healthy eating, exercise and hygiene. Many of you enjoy taking part in the sporting activities that the school provides. We are pleased to see that you go on trips and have lots of visitors to your school, as this helps you learn and remember things. Your headteacher and all the staff care for you well. All the correct things are done to keep you safe. Many of your governors are very new, but they are already working to improve the school and have been on some training courses.

There are two things that we have asked the school to work on so that your school can improve even more. First, we would like more activities for the children in Reception, especially in the outdoor area. They are learning really well in some subjects, but in others they are making less progress. Second, the attendance level for your school is only average and we think that you can do better than this. It is important not to have time off school, unless you are poorly of course! I hope that you will try hard with this, and also continue to work and behave well.

Yours sincerely,

Dr Suzi Clipson-Boyles

Lead inspector

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