

Grange Community Infant School

Inspection report

Unique Reference Number	125037
Local Authority	Surrey
Inspection number	340703
Inspection dates	13–14 October 2009
Reporting inspector	Wendy Simmons

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	238
Appropriate authority	The governing body
Chair	Mrs Katie Griggs
Headteacher	Jean Bisacre
Date of previous school inspection	7 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and held meetings with the headteacher, staff and the chair of governors. They observed the school's work and looked at a variety of documentation, including: the school's development plans, assessment information, policies, and samples of pupils' written work. Information about safeguarding was also evaluated. Inspectors received and analysed 96 parental questionnaires

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

- how well are leaders and managers driving forward improvements in writing, especially to close the gap between girls' and boys' attainment
- how pupils learning English as an additional language are doing, especially those from Pakistani heritages
- the impact of the school's curriculum on pupils' learning and wider personal development, focusing on the Creativity and Diversity project
- how well children in the Early Years Foundation Stage are doing in gaining reading, writing and calculating skills.

Information about the school

Grange Infants is an oversubscribed average-sized school. Pupils come from a wide range of backgrounds and the diversity of the pupils and their families has widened rapidly since the last inspection. Although most pupils come from White British heritages, an increasing proportion are from European and Asian heritages. Within this group, it is not unusual for pupils to be at an early stage of speaking English when they join the school. Fewer than average receive free school meals. The school has an average proportion of pupils with special educational needs and/or learning disabilities. Pupils' needs most often relate to moderate learning difficulties but several pupils have specific physical disabilities and occasionally a few pupils have Autistic Spectrum Disorders.

Children start school at the age of four and join one of the three Early Years Foundation Stage Reception classes. The school belongs to a federation of nine local primary schools. The school has gained the Basic Skills Quality Mark, Working in Partnership with Parents, Activemark and Litter Free School. They have also gained Green Flag status and Foundation level of the International Schools Award. In conjunction with the junior school, which is on the same site, the school offers a before school club. Plans are well underway to open a Children's Centre on the site in 2010.

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 Infants is a highly welcoming school where pupils make good progress. Pupils receive a thoroughly well-rounded education, which prepares them well for the future. Parents have great confidence in the school and its care. The school works very closely with parents to ensure that children are nurtured. The whole-school ethos is one of respect for others. As one parent put it, 'The teachers are very approachable and understanding. There is a feeling of warmth, caring and fun. There is a lovely calm atmosphere.' Outstanding care comes directly from the headteacher, who sets very high standards and has the needs of the individual children and their families at the core of all that she does. As one parent so rightly commented, 'There is a sense of community'.the sense of awareness of the needs of others is exceptional.'

The outcomes for pupils, especially aspects of their wider personal development, are outstanding overall and greatly enhanced by the Creativity and Diversity curriculum work. Pupils develop good basic academic skills and standards are on track to rise still further in the future. Teaching and learning are good overall. As a result of the highly effective and varied curriculum, pupils develop hobbies and a strong understanding of their own needs and how to live as very good citizens. Pupils are polite, thoughtful and almost always manage their own behaviour very well; the very good relationships between adults and pupils aid this.

The school has been working successfully to develop writing and pupils learn a good range of basic skills in speaking, reading, writing and mathematics. They enjoy using information and communication technology (ICT) and gain a very broad range of other skills that enrich their development so that the outcomes for pupils are often outstanding, especially between Years 1 and 2.

The school has a good capacity to improve and leaders are keen to lift achievement to outstanding. Leaders evaluate the work of the school very well and are highly ambitious to help secure a three-year trend for outstanding progress in the future. Evidence shows that the school is doing this well and many pupils are now making very fast progress from Year 1 to Year 2.

Progress in the Early Years Foundation Stage is good in parts, especially for children's personal and social development, although in aspects of reading, writing and calculating some more able children could be doing even better. Provisional plans have been drawn up to develop several aspects of the Early Years Foundation Stage provision. Everyone is excited by the opportunity to explore how the outside learning area can be improved to ensure that children have the chance to learn to very best effect. Leaders also know that monitoring needs to be more rigorously evaluated in the Early Years Foundation Stage,

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so that they can be certain that children are always involved in exciting and challenging activities. Leaders are ambitious to raise standards and achievement still further so that even more children reach very high levels of attainment by the end of their Reception Year.

What does the school need to do to improve further?

- Develop the provision in the Early Years Foundation Stage by:
 - expanding upon the Early Years development plans so that there is a greater focus on children's learning, especially in providing more exciting investigational activities in the drive to ensure learning is consistently good
 - developing the outside learning environment
 - checking how well children are challenged in their learning so that more reach very high levels of attainment.

Outcomes for individuals and groups of pupils

1

Children start school showing skills and knowledge that are often typical for their age and by the end of Year 2, attainment has generally been above average since 2004. There was a slight dip in 2008, which reflected the high proportion of pupils with special educational needs in that year group and lower than hoped for results in writing, especially for higher ability pupils and boys.

Pupils enjoy learning and achieve well. Leaders have taken firm action to improve pupils' learning and skills in writing and as a result, standards rose rapidly in the assessments carried out in June 2009. The work seen during the inspection confirms that this trend is being maintained. Leaders found that, although girls and boys were both doing well, there was a difference between girls' and boys' attainment, with girls doing exceptionally well; the gap is now closing, so that boys are catching up. Boys' interest in writing was captivated when pupils acted as robots before writing. This helped them to write at length using exciting vocabulary. In the next few weeks, pupils will be building on this by designing, measuring and making robots by linking their science, mathematics, writing and design skills together as part of the creative curriculum. Pupils' learning of basic handwriting skills remains an area that the school is still developing, especially so that pupils can confidently start doing joined handwriting as soon as they are ready for this.

Pupils concentrate and try hard and do their best. Focused bilingual support, for pupils and their parents from European, Pakistani and other Asian heritages, is especially helpful in enabling these pupils to make as good progress as others. Vulnerable pupils and those with special educational needs do well because teachers and assistants give good focused support, so that pupils gain confidence, learn quickly and thrive at school. Pupils often show a sense of fascination and great excitement in what they do, although this could be further developed in the Early Years Foundation Stage. They play together well, cooperate and follow rules in a mature way. They know much about how to be

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safe and their understanding of information and communication technology (ICT) safety is very good. Pupils enjoy physical activity and they try hard to eat healthily; they have helped to make a DVD to guide parents on making their packed lunches! Pupils' emotional health and spiritual awareness is very well developed, and is especially enhanced through assemblies, the memory club and by opportunities to visit the memory garden, which is cared for by pupils who have experienced bereavement in their lives.

Pupils work hard to help the community. The school's council is very active, as shown in their excellent newsletter. Pupils also work with the local federation meeting councillors to improve their environment; they recently enjoyed planting bulbs in the local area. They actively take part in charity fund raising and supporting a school in Uganda. They enjoy looking after a beautiful wildlife area. Pupils know about different religions and the study of Difference and Diversity in Year 1 helps them to show very good empathy and respect for different cultures and faiths

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

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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Teachers have good skills and generally high expectations of what pupils can achieve. They plan interesting lessons that allow skills to build up in a meaningful way to pupils. This is aided by effective ongoing assessments and focused discussions with pupils so that they are given the help that they need to understand and develop their skills. They make effective use of interactive whiteboards and practical resources, as seen when teachers skilfully linked ICT into a physical education lesson on agility. Links between subjects are often excellent.

The teaching for pupils learning English as an additional language is good and often very well supported by high quality bilingual support; this ensures that all pupils are fully involved in the life of the school and make good progress. For example, pupils were helped to measure buildings, so that they could make simple plans and, when pupils were not sure what to do, the teacher quickly translated the task into the child's first language. Teaching assistants support pupils well and there is often high quality additional help for pupils with learning difficulties. Teachers go out of their way to ensure that pupils with physical difficulties are fully involved in lessons.

The school has been at the forefront of working with The Institute of Education on action research to develop initiatives which link to Learning to Learn. They are working with other Surrey schools to further develop best practice through the Creativity and Diversity programme. The curriculum has been modified well to meet the changing needs of pupils in the school, especially relating to the inclusion of pupils learning English as an additional language. The specialist teaching of sports and music contributes to the high quality curriculum. Pupils are shortly to take part in their regular 'BLUE' week curriculum project, which sums up the ethos of the school to 'Be Loving and Understanding to Everyone'.

The specific care for vulnerable pupils and those with special educational needs is excellent. As one parent noted, 'We really appreciate the literacy support ' It gave him the confidence he needed to progress.' Since September of this year, the school has secured funding to put increased support for pupils learning English as an additional language into the Early Years Foundation Stage, so that even more help can be given to children as soon as they arrive. Pupils agree that if they are worried someone will always help them; as one pupil put it, 'Our teachers are nice and kind.'

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

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The headteacher is totally dedicated to the school; she is driving school development. Other senior staff contribute much to school self-evaluation and improvement planning. They have developed very good systems for checking pupils' progress, developing the curriculum and learning opportunities, as well as widening the support for pupils with special educational needs and for those learning English as an additional language. The ambition to make the school as good as possible is shared amongst all staff. The school works very closely with families. Leaders are constantly looking to ensure that the school provides equal opportunities. Recent successes include the drive to close the gap in the attainment between boys and girls and in ensuring suitable support for all pupils who are learning English as an additional language, especially those from Pakistani and Turkish heritages.

Governors give good support; they mostly know the school very well, although their understanding of the needs of the Early Years Foundation Stage are not as strong as other aspects of the provision in the school. Governors hold the school to account over standards and most aspects of provision; they are involved in planning school improvements and promoting parents' views. A new chair of governors, supported by the former chair, has just taken over, and is developing her role.

Safeguarding procedures are good; aspects of staff training are outstanding. The school has done everything it can to work effectively with other professionals but the commitment of other parties to work in partnership as effectively as possible is beyond the control of the school.

Leaders promote community cohesion well and this is demonstrated in the way that they have encouraged parents from Asian heritages to become more actively involved in school life and by the way in which they help pupils to understand different cultures, faith and the wider diversity of the world. To make this outstanding, they are still working to help pupils to understand more about Europe and more global issues and this is well underway as part of the Diversity curriculum. The FROGS (Friends of Grange School) give considerable time and effort for the benefit of the pupils and this has a very positive impact upon wider community cohesion.

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	2
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	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

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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	1

Early Years Foundation Stage

Parents agree that their children are happy and well cared for. Inspectors confirm that children benefit from a very warm welcome so that children are happy and settled. There is a strong partnership with parents. A significant strength of the provision is the way that adults help children to develop very good behaviour and cooperation with others.

Teachers plan a suitable range of more formal activities, which link to learning how to count and learn initial letters and sounds (phonics), giving them a secure understanding of basic skills. The teaching of phonics is often good and this helps to ensure that children are well prepared for reading. Teaching is satisfactory overall. Teachers have a sound knowledge of the most recent requirements for the Early Years Foundation Stage but there is a lack of consistently high quality learning through play and investigation. For example, when outside, children sometimes get very involved in activities for long periods of time, but adults are not seizing these spontaneous moments to challenge and extend children's learning. For example, three boys delighted in digging in the sand pit together and started an imaginary story about digging up a gas pipe. Adults missed the opportunity to record this with a digital camera and note what children were saying, so that together, later, they could make a book of their own in the style of I am Bob the Builder. There is more to do to help children to extend their calculating and problem-solving skills. This is already underway in some classes, as seen when children concentrated hard to work out if 16 or 17 large bricks were as tall as one of the children. Children enjoy role play but the range of resources does not inspire the best quality play. The outside area is correctly identified for improvement and leaders are focused on improving provision.

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

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Almost all parents are happy with the school. There is overwhelming agreement that the school is effectively led and that children develop healthy lifestyles. All parents who returned the questionnaire agree, and many strongly agree, that their children enjoy school and are very well cared for. The very large majority confirm that their children make good progress, benefit from good learning, and are well prepared for their future lives. They say that the school takes account of their suggestions and concerns, and any unacceptable behaviour is quickly dealt with. Almost all agree that they are kept well informed about their children's progress. Inspectors totally endorse the many positive views that parents have about the school. The words of one parent sum up the views of many when saying: 'Grange provided my four children with a firm grounding and foothold to progress well in the future. It is a friendly and caring environment with a strong ethos for learning.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grange Community Infant 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 12 statements about the school.

The inspection team received 96 completed questionnaires by the end of the on-site inspection. In total, there are 238 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	66	31	32	0	0	1	1
The school keeps my child safe	71	74	24	25	0	0	0	0
The school informs me about my child's progress	44	46	43	45	6	6	1	1
My child is making enough progress at this school	43	45	47	49	2	2	2	2
The teaching is good at this school	62	65	30	31	1	1	1	1
The school helps me to support my child's learning	47	49	44	46	2	2	1	1
The school helps my child to have a healthy lifestyle	53	55	40	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)	45	47	40	42	3	3	1	1
The school meets my child's particular needs	45	47	45	47	0	0	2	2
The school deals effectively with unacceptable behaviour	43	45	46	48	0	0	0	0
The school takes account of my suggestions and concerns	47	49	42	44	2	2	0	0
The school is led and managed effectively	61	64	32	33	1	1	0	0
Overall, I am happy with my child's experience at this school	67	70	26	27	1	1	1	1

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">■ 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.



Dear Children

Inspection of Grange Infant School, New Haw KT15 3RL

Thank you so much for welcoming us to your lovely school; you were all very friendly, polite and helpful, and your behaviour is excellent.

We can see why you enjoy coming to school. You go to a good school and you say the teachers are nice and they help you to learn well; we agree. You are looked after very well. You often have many exciting things to do, especially in Years 1 and 2. We loved watching you learning about Aborigine life and creating exciting stories about robots. Well done for working so hard on your writing and keeping fit and healthy! By the time you go to the junior school, you know many of the very important things that will help you to do well in the future.

Well done for working so nicely together! Your memory club and beautiful gardens show how well you think about others and care for your environment. The school's council is very good and we enjoyed reading your excellent newsletter. Congratulations for doing things in the local area, and I expect you will all be excited to see the bulbs that you planted coming up in the spring! Please keep up the super support for the school in Uganda. We were delighted to find out that you know a few things about different religions, festivals and ways of life; this helps you to be very respectful to others.

Your teachers and all of the adults do a great job and they want to do even better for you. I have asked them to do the following:

- make sure that children in the Reception classes have a nicer outside learning area and have plenty of challenges to do by working on more exciting learning activities. The adults will be keeping a close eye on how well this is improving so that you can all do amazingly well with your learning.

Please help your teachers by continuing to work hard. Have fun in your 'Be Loving and Understanding to Everyone' (BLUE) week.

Yours faithfully

Wendy Simmons

Lead inspector

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