

Grangefield Primary School

Inspection report

Unique Reference Number	131784
Local Authority	Gloucestershire
Inspection number	360324
Inspection dates	22–23 September 2010
Reporting inspector	Joyce Cox

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	208
Appropriate authority	The governing body
Chair	Colin Peacy
Headteacher	Karen Lewis
Date of previous school inspection	6 March 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspection team observed 9 teachers and visited 14 lessons. They held meetings with members of the governing body, staff and pupils, and looked at the school development plan, assessment information, teachers' planning, pupils' work and safeguarding procedures. They analysed 99 parental questionnaires.

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

- Whether all groups of pupils are making at least satisfactory progress with particular focus on Key Stage 1 boys' writing and Key Stage 2 pupils' achievement and attainment in mathematics and science.
- The sustainability of pupils' improved attainment and achievement as shown in Key Stage 2 Year 6 test results.
- How successfully staff use assessment information to meet the various learning needs of all pupils.
- Pupils' knowledge and understanding of being part of the United Kingdom and global communities.

Information about the school

This is a smaller-than-average primary school. There are seven classes in the school and children in the Early Years Foundation Stage are taught in the Reception class. A below-average proportion of pupils have special educational needs and/or disabilities. The main areas of need are speech, language and communication, and behaviour and learning difficulties. A few of the pupils are from minority ethnic backgrounds. No pupils are at an early stage of speaking English. A well below-average number of pupils are eligible for free school meals.

The school has an on-site pre-school called 'Little Hoots' which provides before- and after-school care and also offers breakfast and holiday clubs. This provision is not managed by the school's governing body and is not part of this inspection. A new headteacher was appointed in September 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?

3

The school's capacity for sustained improvement

3

Main findings

Grangefield provides its pupils with a satisfactory standard of education. The warm and caring relationships in the school help pupils feel safe and secure. The new headteacher is providing a renewed sense of purpose, which has inspired staff and governors. Consequently the school is poised to move forward with confidence. The headteacher's ambition is clear. Since her arrival, she has wasted no time in successfully identifying areas for improvement. For instance, she realised that some safeguarding procedures did not meet requirements and rapidly remedied this. The headteacher's identified improvements are founded on accurate self-evaluation informed by a careful analysis of pupils' achievement as compared with national performance data. This lends confidence to the view that the school's capacity to improve further is satisfactory.

Attainment is average, although results in national tests in Year 6 have been uneven in recent years. Nevertheless, improvements in mathematics and science in the 2010 tests, yet to be validated, would appear to be sustained. Given their starting points, pupils make satisfactory progress. However, progress is uneven. Some teachers' expectations are not consistently high and in some lessons pupils are too passive and not given enough opportunities to get involved actively with their learning. Pupils' attendance is above average and they say they enjoy school but find some lessons boring and would like more challenge. Pupils' excellent behaviour and their sensible and conscientious attitudes to learning make a strong contribution to the progress they make. They have a good understanding of a healthy lifestyle, eat healthily and enjoy sport. Their spiritual, moral and social development is good overall, although their understanding of the diversity of cultures in the United Kingdom and globally is comparatively weak. In lessons teachers create a purposeful working climate. Some teaching is good and the rest is satisfactory. Ironing out this uneven quality is one of the improvement issues for the school. Progress is more limited when teachers do not use assessment to set work at the right level for all pupils, and when pupil targets are not adapted to help pupils understand how to move on. The current assessment data require simplification, as they are not easy to follow and this hampers staff's ability to track pupils' progress quickly and easily. The curriculum is under review and the school has rightly identified the need to provide increased links between subjects.

While the new headteacher leads skilfully, leadership and management at other levels is uneven. Monitoring is insufficiently systematic and not all staff have the skills and confidence to lead and manage in their areas of responsibility. Governors are very supportive but are not yet sufficiently involved in effecting school improvement. Most parents and carers are pleased with the school, and all say they are happy with their child's experience. Several parents praised the new headteacher. One commented, ' I

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feel the new headteacher is a great asset to the school and the future looks good.'

What does the school need to do to improve further?

- Improve pupils' learning and accelerate their progress by:
 - simplifying assessment information so it is easier to track pupils' progress
 - ensuring teachers have high expectations and challenge all pupils
 - making sharper use of information about how well pupils are doing to modify tasks in lessons to meet the needs of individual pupils and challenge all to do their best.
- Improve teaching in order to accelerate pupils' progress and raise their achievement by:
 - improving the balance of lessons so that there is less teacher talk and more pupil involvement in practical activities
 - providing activities that engage and motivate all pupils.
- Embed ambition and accelerate the pace of school improvement by ensuring that leaders and managers at all levels, together with the governing body, play a full part in:
 - monitoring the school's work, especially teaching and learning
 - identifying improvement priorities
 - evaluating the impact of their actions to raise attainment and achievement.
- Devise and implement plans to improve pupils' knowledge and understanding of being part of the United Kingdom and wider global communities.

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

Most pupils say they learn a lot in lessons, and they clearly enjoy school. Standards in reading, writing and mathematics at the end of Year 2 have been more consistently above average than at the end of Year 6. Nevertheless, older pupils' progress is improving, especially in mathematics and science. Some good learning and progress was seen. In a Year 6 lesson designed to teach pupils to solve problems by collecting, selecting, processing, presenting and interpreting data, the teacher's approach inspired interest and humour. Confident teaching encouraged pupils to expand their knowledge of market research and interviewing skills by compiling questions to ask local shoppers at the nearby supermarket. In a Year 3 mathematics lesson pupils responded particularly well to a practical and active approach to learning and calculating place values to a thousand. Outcomes were enhanced by the good pace of learning and the teacher's sharp awareness of how well individual pupils were progressing. There are no significant differences between the outcomes for boys and girls, and pupils with special educational needs and/or disabilities make satisfactory progress.

Pupils say they feel safe in school and they develop a good knowledge of how to eat healthily and keep fit. During the inspection, pupils of various ages happily participated

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in diverse early morning sports activities. The physical education leader is talented and enthusiastic and makes a significant contribution to sport in the school through specialist teaching. Pupils' attendance is good and they take on many responsibilities in school. They work closely with their local community through activities such as the choir singing in concert with Cleeve Chorale and by delivering harvest boxes to local pensioners. Pupils relate well across different groups and have strong anti-racist views, but have insufficient experiences of different communities not represented in their school. Their satisfactory academic skills and good personal skills mean they are soundly prepared for later life and learning.

These are the grades for pupils' outcomes

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

How effective is the provision?

Relationships between teachers and pupils are respectful and caring, which helps to create calm classrooms. Good teaching was observed in several classes where lessons are conducted at a smart pace and teachers have high expectations for all pupils. Assessment information is used well to plan the next steps in learning and consequently pupils make good progress. However, this high quality is not seen in all classes because

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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expectations are insufficiently high in some cases; work given to pupils sometimes fails to provide enough challenge. In some lessons there is too much teacher talk and insufficient time for pupils to engage in practical activities. On some occasions all pupils were given the same work to complete, which restricted progress for pupils of different abilities. A myriad of assessment information is collected, which is difficult to access. Consequently, it is currently not possible to easily track pupils' progress throughout the school or to spot pupils who are in danger of underachieving.

The curriculum is currently under review because links across subjects to promote pupils' appreciation of the relevance of their learning are underdeveloped. Specialist teaching is boosting pupils' attainment and achievement in music, French and physical education. However, other foundation subjects are taught separately to Key Stage 2 pupils and currently do not provide enough first-hand experiences or excitement. A satisfactory range of visits, visitors and clubs enrich pupils' experience. Year 6 pupils were very enthusiastic about a recent residential experience where they said they 'lived the moment and learnt to conquer their fears!'

The school provides a good framework for the care, guidance and support of pupils. Transition arrangements are well established and children settle quickly into school routines in the Reception class. Good links with home and external agencies ensure that all pupils, and especially the most vulnerable, are well looked after.

These are the grades for the quality of provision

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

How effective are leadership and management?

The new headteacher quickly realised that all staff need to have a clear view of pupils' progress which provides a secure basis for realistic self-evaluation. Planned procedures for monitoring and review are also helping to ensure that expectations are levered up. However, systems are not yet established in everyday practice and middle managers are insufficiently, though increasingly, involved. Nevertheless, staff are very enthusiastic, hard-working and totally committed to school improvement. They say they are very excited by the new headteacher's enthusiasm and swift grasp of where developments are required. There is a strong commitment to equal opportunities, inclusion and removing barriers to individual pupils' achievement. The governing body is providing solid support and increasing challenge. Parents and carers are regarded as key partners. The school works successfully to keep them in touch through newsletters and curriculum information and regular meetings. The school's approach to safeguarding ensures all

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pupils are safe and well looked after. All statutory requirements in relation to safeguarding were in place at the time of the inspection. The school is reviewing its approach to community cohesion and is keen to develop closer partnerships with diverse communities both nationally and globally. Pupils have a good understanding of the make-up and values of their local community, but their understanding of a culturally diverse United Kingdom is more limited.

These are the grades for leadership and management

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

Early Years Foundation Stage

Most children enter the Early Years Foundation Stage with skills that are similar to those of other four-year-olds. Good leadership and management, effective teaching and loving care ensure that most children attain slightly above the expected levels for their age on entry to Year 1. Staff make learning fun and very enjoyable, and help children to work and play together well. For instance, during the inspection children who had only been in school for a very short time were happy, confident and clearly loving many new experiences such as painting skeletons and riding bikes on the Astro Turf. Children experience an interesting and highly appropriate curriculum which provides constant pleasure, excitement and adventure. There is a good mix of carefully planned adult-led and child-selected learning. Part of the outdoor area has been covered and provides good outdoor learning opportunities in all winds and weathers. There are plans in place to extend this so children can explore and investigate in the woodland area. Reception staff work as an effective team and have good knowledge and understanding of the personal and learning needs of young children. This ensures that children make

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particularly good progress in their personal, social and emotional development and are well equipped for future learning. A strong partnership is quickly formed with parents and carers who feel their children have a 'good start' and appreciate the kindness and enthusiasm of all the staff. Staff are currently and correctly evaluating how they assess and record children's achievements.

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

Half of the parents and carers responded to the Ofsted questionnaire. All of these parents and carers feel that teaching is good and that their children are kept very safe. They feel that the school deals well with unacceptable behaviour. Inspection evidence supports most of these judgements but feels that the quality of teaching varies. A small number of parents raised concerns, but there were no issues that were relevant to the school as a whole. Parents' individual concerns were summarised and reported to the school without identifying any individual.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grangefield 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 99 completed questionnaires by the end of the on-site inspection. In total, there are 208 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	59	39	39	0	0	0	0
The school keeps my child safe	64	65	34	34	0	0	0	0
The school informs me about my child's progress	34	34	52	53	8	8	0	0
My child is making enough progress at this school	47	47	42	42	4	4	0	0
The teaching is good at this school	44	44	48	48	0	0	0	0
The school helps me to support my child's learning	34	34	56	57	4	4	0	0
The school helps my child to have a healthy lifestyle	48	48	48	48	0	0	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)	44	44	49	49	0	0	0	0
The school meets my child's particular needs	37	37	53	54	5	5	0	0
The school deals effectively with unacceptable behaviour	45	45	42	42	4	4	0	0
The school takes account of my suggestions and concerns	24	24	59	60	6	6	3	3
The school is led and managed effectively	34	34	51	52	1	1	1	1
Overall, I am happy with my child's experience at this school	54	55	39	39	3	3	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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.



24 September 2010

Dear Pupils

Inspection of Grangefield Primary School, Cheltenham, GL52 8GL

Thank you for the warm welcome you gave us when we visited your school. We enjoyed coming into lessons and talking with you about school life. We have judged your school to be giving you a satisfactory standard of education.

These are the things we found out.

- You enjoy school, feel very safe and your behaviour is excellent.
- Teachers help you to make satisfactory progress in your work.
- Reception children have a happy and successful start to school life.
- You have good relationships with your teachers and you work hard for them.
- You go to a caring school. Everyone has your best interests at heart and wants you to be safe and happy, and to do as well as you can.

We have asked the headteacher, staff and governors to do the following things to help the school improve further.

- Help teachers to make sure you always have good lessons so that you all make even more progress in all subjects.
- Make it easier for staff to track your progress through the school.
- Involve more staff and governors in carefully checking up on how well you are doing and making improvements quickly when they are needed.
- Help you to learn more about other pupils' lives in the United Kingdom and abroad.

You can help by always working hard and continuing to behave so exceptionally well.

We wish you all the very best for the future.

Yours sincerely

Joyce Cox

Lead inspector

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