

Grange Primary

Bainbridge Green, York Road, Shrewsbury, SY1 3QR

Inspection dates 13–14 January 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Requires improvement 3
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Requires improvement	3
Achievement of pupils	Requires improvement	3
Early years provision	Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although rates of pupils' progress have improved, their attainment is still not high enough, particularly in writing and mathematics.
- Some pupils do not spell words accurately or punctuate their writing properly and some pupils are unable to show an understanding of how they reach their answers in mathematics.
- Too few children in the early years develop their basic skills well enough, particularly in writing and mathematics. As a result, not all are fully prepared for Year 1.
- Not enough teaching is good or outstanding. Work is not always sufficiently challenging for all groups of pupils. On occasion, pupils are not moved on quickly enough even when they understand and can do the work set.
- The introduction of an improved whole-school marking policy is having a positive impact on pupils' achievement but it is not applied consistently in different subjects.
- Although leaders have used their frequent checks on teaching and learning effectively to bring improvement, they have not focused closely enough on the work in pupils' books to identify the detail needed to accelerate progress further.

The school has the following strengths

- As a result of good leadership, governance and the support provided by the school's Academy Trust, the school is rapidly improving. Pupils are now showing increased rates of progress, and teaching, behaviour and attendance have all improved.
- The teaching of reading has improved and the proportion of pupils reaching the required standard in the Year 1 screening check is above average, having previously been below average.
- The school manages pupils' behaviour well. Highly effective support is provided for the small number of pupils who have behaviour difficulties.
- Pupils feel safe and are well cared for. They know how to keep themselves safe and know who to talk to if they have a problem.
- There is good provision for pupils' spiritual, moral, social and cultural development. Pupils have a good understanding of different cultures and beliefs.

Information about this inspection

- The inspectors observed teaching in all classes. They saw 21 part-lessons, five of which were jointly observed with the headteacher or deputy headteacher.
- Meetings were held with pupils, the headteacher, other staff with leadership responsibilities and members of the governing body. Inspectors also spoke to the principal of the Academy Trust.
- Inspectors took account of the 18 responses to the online questionnaire (Parent View) and survey information collected by the school. They also spoke informally to parents as they brought their children into school.
- Responses to the inspection questionnaire from 27 staff were received and their views taken into account.
- Inspectors listened to pupils reading, talked to them about their learning and reviewed the work in their books.
- Inspectors reviewed a number of documents, including the school's checks on how well it is doing, the school improvement plan, data on pupils' current progress, leaders' reports following lesson observations, and records relating to behaviour, attendance and safeguarding.

Inspection team

Heather Simpson, Lead inspector	Additional Inspector
Damien Turrell	Additional Inspector
Denise Dalton	Additional Inspector

Full report

Information about this school

- Grange Primary converted to be an academy school on 1 August 2013. When its predecessor school, Grange Primary, was last inspected by Ofsted, it was judged to be inadequate overall.
- The school is an average-sized primary school.
- The early years provision comprises a mixed Nursery and Reception class and another Reception class. Children attend the Nursery on a part-time basis, either in the morning or the afternoon, and are full-time in Reception.
- Most pupils are White British. Very few speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is about three in ten. This is above the national average.
- Almost a third of pupils are eligible for the pupil premium. This is slightly above the national average. The pupil premium is additional funding provided for disadvantaged pupils known to be entitled to free school meals or who are looked after by the local authority.
- A school breakfast club operates on the school site and is managed by the school. This was visited as part of the inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least good by:
 - ensuring work is pitched at the right level and provides a challenge for all pupils, especially the most able, so that they make rapid progress, including in the early years
 - adapting tasks to extend pupils' learning
 - consistently applying the school's policy for marking and feedback in all subject areas so that pupils know how to improve their work further.
- Improve children's and pupils' progress and so raise attainment, especially in writing and mathematics by:
 - improving pupils' spelling and their use of grammar and punctuation
 - increasing writing opportunities for children in the early years when they learn their early letters and sounds (phonics)
 - developing pupils' ability to show an understanding of how they reach their answers in mathematics.
- Increase the effectiveness of leadership and management by sharply focusing on pupils' progress in the work in their books, in order to identify further improvements to the quality of teaching and learning.

Inspection judgements

The leadership and management is good

- Effective leadership and management by all leaders, including senior and middle leaders and governors, are bringing about rapid improvements. Changes introduced are having a positive impact on achievement and teaching. For example, since becoming an academy, the school's own information shows that there has been a continuous improvement in pupils' progress. All year groups are on track to reach at least average standards at the end of Year 6 in reading, writing and mathematics and more pupils are making better than the expected progress in each key stage.
- Senior leaders regularly collect information about how well pupils are doing in order to identify which pupils are falling behind, and to provide additional support. Arrangements for checking the performance of disadvantaged pupils are effective. Leaders regularly review their use of pupil premium funding and the impact of the actions they take to close gaps in attainment.
- Leaders carry out frequent checks on the quality of teaching. They visit lessons, look at pupils' work and carry out surveys to collect the views of parents, staff and pupils. While leaders track pupils' progress effectively, using data, they do not check the work in pupils' books closely enough to identify where further improvements are needed, especially in writing and mathematics. This means that there remains inconsistencies in the quality of teaching and pupils' progress has not been accelerated rapidly.
- The school's development plan accurately pinpoints the key areas for improvement. These priorities are linked to the teachers' performance targets. Targets are also set for support staff to ensure that the whole staff is focused on the most important priorities. Internal and external staff training is leading to improved quality of teaching. For example, reading is now more effectively taught and developments in mathematics have led to pupils' improved use of mental calculations and better understanding of fractions.
- The school has developed a preferred approach to assessment following the removal of National Curriculum levels and is beginning to implement it. It is closely linked with their previous system of assessing pupils' levels of ability. Work sampled by inspectors showed school assessments to be accurate.
- The school curriculum is good and is having a positive impact on preparing pupils for life in modern Britain. Pupils have a good understanding of other faiths and cultures, and they respect others whose background or religion is different from their own. A good array of enrichment activities promotes tolerance and respect and contributes well to pupils' spiritual, moral, social and cultural development.
- The school has successfully used sports funding to improve provision in physical education. Teachers and specialist coaches combine to teach a wide range of sports both in lessons and through school clubs. Participation by pupils is high and the various activities are having a positive impact on behaviour, attendance and pupils' enjoyment of school.
- All safeguarding policies and procedures meet statutory requirements. Leaders have created a safe and calm environment and pupils say they feel safe.
- The Academy Trust has provided good levels of support and challenge to school leaders. It closely monitors and checks achievement and teaching, and regularly holds leaders to account. The support and training provided have helped accelerate the progress made since the school converted to academy status.
- **The governance of the school:**
 - Governors show good support for the school. Their broad range of expertise is used well and they carry out their duties effectively. They are aware of the school's strengths and which areas need further development. They carefully follow the progress made by pupils, having a good understanding of assessment data. As a result, they know that the school is improving.
 - Governors know how additional pupil premium funding is spent and are aware of the impact this is having on closing the gaps for disadvantaged pupils with others in the school.

- Governors set suitable performance targets for the headteacher and review these regularly. They understand the link between teachers' performance and pupils' progress and only authorise pay progression where there is evidence that targets are met.
- Minutes of meetings and discussions with governors show that they provide good levels of challenge and support to the school. They question school leaders over important issues and take action where needed to ensure that they are resolved.
- Governors keep a close eye on finance and safeguarding. Sub-committees regularly review these to ensure that statutory requirements are fully met. Governors also attend relevant training to make sure that they have the skills and knowledge required to carry out their roles effectively.

The behaviour and safety of pupils is good

Behaviour

- The behaviour of pupils is good. Pupils enjoy school. Their good attitudes are having a positive impact on their learning and contribute to their improving rates of progress.
- Annual surveys, together with responses to inspection questionnaires, show that the large majority of parents, staff and pupils feel that behaviour is good and has improved in the last year. Pupils behave well in lessons and around school, including during playtimes and lunchtimes. On a very few occasions, pupils' attention wanders when teaching fails to interest them.
- The very small number of pupils who have behavioural difficulties are extremely well supported. The learning mentor and special needs coordinator have detailed knowledge of these pupils and provide high quality support to meet their needs.
- The breakfast club provides those who attend with a good start to the day and is a valuable resource for parents and pupils. Pupils behave well and enjoy the range of activities provided in a safe and secure environment.
- Attendance has improved and is average. School records show this trend is continuing. This is as a result of effective actions taken by leaders, for example, not authorising holidays in term time and working in close partnerships with parents.

Safety

- The school's work to keep pupils safe and secure is good. Arrangements are thorough and comprehensive. Robust systems and policies to keep children safe are in place. Staff are also trained to make sure they are very clear about their responsibilities in protecting children.
- Pupils feel safe and know how to keep themselves safe as a result of being taught about potential dangers. They have an excellent understanding of computer safety and know that they should not disclose personal information.
- Pupils are aware of different types of bullying, including internet and racist bullying. Those spoken to were adamant that bullying does not happen in their school. Where incidents occur, pupils are confident that, if reported, they will be dealt with quickly by adults.

The quality of teaching requires improvement

- Although teaching is much improved, not all teachers have consistently high expectations of what pupils can achieve and the work they set is sometimes too easy, especially in writing and mathematics. Sometimes, too, the work they set is not pitched at suitable levels for the most able, and more demanding work is not readily available for them even though they show they can do and understand the work set. Pupils are also not asked often enough to demonstrate an understanding of how they reach their answers in mathematics.
- Feedback and marking in pupils' books has improved since September 2014 as leaders have introduced a

whole school marking policy. Pupils' writing and mathematics books are usually well marked, with teachers providing guidance on how they can improve their work further. However, other work, for example in topic books, is not marked as effectively and areas for improvement are not identified. As a result, this work is not of a high enough quality or as well presented as literacy and numeracy.

- Most activities are well planned and build well on previous learning. When necessary, teachers carefully demonstrate the skills needed.
- Teachers and other adults develop positive relationships with pupils. Support staff provide valuable help to teachers both inside and outside the classroom. They work effectively to support all groups of pupils, including disadvantaged pupils and those who have special educational needs, to make sure that they understand what they need to do and provide additional help if needed.
- Teachers have good subject knowledge and provide helpful, practical equipment for pupils who need it to help them complete the tasks they have been set.
- Reading is taught well and rates of progress are accelerating. The school's own records show that standards in all year groups are higher in this subject than in writing and mathematics. Rewards are used to encourage pupils to read every day and extra time is provided by adults to hear pupils reading if they are struggling.
- Classrooms are bright and well-organised. Displays in classrooms provide useful prompts to help pupils remember key information and celebrate examples of good work. Displays relating to British values are also a feature in most classrooms and pupils are taught about British customs and compare these to other countries and cultures.

The achievement of pupils

requires improvement

- Standards at the end of Key Stage 1 in 2014 were below average, especially in writing. At the end of Key Stage 2 they were below average in grammar, punctuation and spelling and mathematics but average in reading and writing. The proportions of pupils reaching the higher levels were below average.
- In the first year of the academy, the school's own information shows that pupils in Years 2 to 6 made expected progress, but too few made good progress in reading, writing or mathematics. Observations of teaching, the work in pupils' books and the school's reliable assessment records indicate that better progress is now being made in all year groups. This includes disabled pupils and those with special educational needs, pupils eligible for additional funding and those who are the most able.
- Reading is taught well from the outset. Children competently learn their letters and sounds (phonics) in early years and build on these as they move through Key Stage 1. As a result, the proportion reaching the required standard in the Year 1 screening check has risen and was above the national average in 2014.
- Attainment and progress in writing and mathematics are improving across the school. However, remaining inconsistencies in teaching mean that progress is not as fast as it is in reading. Robust action plans are in place to address this and all leaders, including governors recognise the need to monitor carefully pupils' progress in their books, in these subjects, to identify where further improvements can be made in order to raise achievement.
- School information shows that the progress of the most-able pupils is still not rapid enough. This is because they repeat work they have already mastered or wait while other pupils catch up.
- The progress of disabled pupils and those who have special educational needs requires improvement as too few make good progress. Pupils with learning and behavioural difficulties receive additional support from staff within the school and also from outside agencies. This demonstrates the school's commitment to providing equal opportunities for all pupils and groups so that all pupils can achieve as well as possible.

- Pupils eligible for the pupil premium are now making faster progress along with their peers. The funding received is used to provide additional adult support to work with individual or groups of pupils to boost their literacy and numeracy skills. As a result, gaps in their attainment are closing. In 2014, pupils who left Year 6 were less than two terms behind others in their class in reading and writing but almost three terms behind their classmates in mathematics and grammar, punctuation and spelling. These same pupils were two terms behind other pupils nationally, in 2014, in reading and writing but approximately four terms behind in mathematics, grammar, punctuation and spelling.

The early years provision

requires improvement

- Some children join the school in Nursery but most join in the Reception year. Children's achievements require improvement because from starting points that are below those typically found, particularly in writing and number, they make the progress expected of them rather than good progress. Information provided by the school shows that a smaller proportion of children reached a good level of development at the end of Reception in 2014 than was the case nationally.
- Children's writing skills are weaker than those in reading. This is because they are not given sufficient opportunities to make links between reading and writing, for example by practising letter formation when they are learning to read new letters and sounds.
- In the main, adults plan tasks well to match children's learning needs. However, there are still instances where teachers and other adults do not adapt and extend tasks in the light of children's responses. For example, children in Nursery were using peg boards to insert different coloured pegs; the activity lacked challenge because children were not encouraged to use their mathematical skills to count the number of pegs or to make a pattern using set colours. Although improving, teaching in the early years requires improvement.
- The early years leader has created a culture where children receive a very warm welcome in the school and soon feel safe and happy. All adults provide good levels of support and act as positive role models. As a result, behaviour has improved and it is now good. Children learn how to get on together and those new to the school settle quickly into its routines.
- The early years is now well led and managed. The early years leader has identified where provision can be improved and attainment is now rising, as shown by the regular and accurate assessments made by teachers. Good systems are in place which enable staff to share this information with parents. Teachers record children's progress systematically and gather evidence to show how they are progressing.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139933
Local authority	Shropshire
Inspection number	449867

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

Type of school	Primary
School category	Sponsor led academy
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	Shrewsbury Academies Trust
Chair	Claire Bilgic
Headteacher	Marie Sibley
Date of previous school inspection	Not previously inspected
Telephone number	01743 462984
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