

Grangefield Primary School

Voxwell Lane, Cheltenham, Gloucestershire, GL52 8GL

Inspection dates

4–5 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All pupils make good progress and so achieve well in all subjects.
- By the time pupils leave the school at the end of Year 6, their attainment in reading, writing and mathematics is consistently above most other primary schools and is rising.
- Teaching across the school is good with some outstanding practice. Pupils are constantly challenged in their thinking.
- Homework is valued by pupils, teachers, parents and carers. It plays an important part in developing pupils' understanding of the different subjects they learn.
- Pupils feel safe and enjoy school. They behave very well, play considerately together and have very good attitudes to their learning.
- The school community is committed to the motto 'Flying High, Spreading our Wings' and so ensuring pupils develop skills for life.
- Leaders and managers, including the governing body, are clearly focused on continual improvement for the school. This has resulted in rapid improvements in teaching and pupils' achievement since the previous inspection.
- Self-evaluation is very effectively used to determine whole-school development areas.

It is not yet an outstanding school because

- Pupils do not always have enough information so that they are able to determine for themselves what they must do to achieve higher levels.
- Teachers do not always allow pupils time to respond to the comments given in feedback.
- Middle leaders are still developing their skills so that they are able to initiate and lead areas of improvement.

Information about this inspection

- This inspection was carried out with half a day's notice.
- Inspectors spent time in 14 lessons and saw eight members of staff teaching and working with the pupils. Inspectors were accompanied by the headteacher or deputy headteacher to six of these lessons.
- Meetings were held with members of staff, the governing body and a representative of the local authority.
- The inspectors observed the work of the school and looked at the school's development plans, the governing body minutes, the school's records of pupils' progress, work in pupils' books and 'learning journeys'.
- Inspectors took account of the 30 responses to the on-line questionnaire (Parent View) and held informal discussions with parents and carers at the start of the day.

Inspection team

Jenny Batelen, Lead inspector

Additional inspector

David Williams

Additional inspector

Full report

Information about this school

- This is a smaller-than-average primary school with seven classes in the school.
- Children in the Early Years Foundation Stage are taught in the Reception class.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average at 7%.
- The proportion of disabled pupils and those who have special educational needs supported through school action plus or with a statement of special educational needs is below average at 3%. These include pupils with medical, speech and language, and cognitive difficulties.
- Most pupils come from White British backgrounds with only a very small percentage from minority ethnic backgrounds.
- A very small minority of pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium, about 5%, is well below average. The pupil premium is extra money given to schools by the government to support, amongst others, pupils who receive or have received free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is an on-site preschool called 'Little Hoots' which provides before- and after-school care and also offers holiday and breakfast clubs. This provision was not part of this inspection.

What does the school need to do to improve further?

- Improve achievement further by developing pupils' independence in their learning by:
 - making sure pupils know what levels they are working at and what they must do to improve further
 - ensuring that teachers always allow pupils sufficient time to reflect on and respond to written and oral feedback.
- Increase the skills of middle leaders so that they are able to take the lead effectively in developments that will further raise achievement across the school.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skill levels that are in line with those expected for their age.
- School tracking shows all pupils make good progress. The impact of the developments since the previous inspection are now resulting in better than expected progress for the majority of pupils in the school. The school's careful analysis of its data shows that interventions are quickly put in place to ensure that all groups of pupils, including those from minority ethnic groups, achieve as well as they can in all subjects.
- Good teaching of phonics (the sounds that letters make) in the Early Years Foundation Stage and Key Stage 1 gives pupils a strong foundation of skills that they use to help them read and write.
- Pupils have many opportunities to read widely, using e-reading devices as well as books. Year 6 pupils spoke of how they can choose and download books and, as a result, were enjoying books such as *Oliver Twist* and *Black Beauty*.
- Disabled pupils and those who have special educational needs are extremely well supported. Their needs are clearly identified and interventions put in place when necessary so that they are able to make progress in line with their peers. The school has examples of pupils who have made the progress necessary to work alongside their classmates without further specific support.
- The targeted use of extra funding from the government (pupil premium) enables the school to ensure that these pupils are well supported, not only in the classroom, but also in after-school activities so that they are able to access all opportunities and achieve in a range of areas such as music and sport.
- The very few pupils who speak English as an additional language are helped to gain the skills necessary to be able to participate fully in classroom life and so achieve well.
- Pupils are well prepared for their future life. Parents and carers appreciate that pupils are encouraged to succeed as best they can and so 'fly high', and they have a range of opportunities to explore different skills and interests so that they can 'spread their wings'.

The quality of teaching is good

- All members of staff are focused on improving their own skills so that they can give the pupils in their class the best possible opportunities to achieve well.
- Regular, formal and informal, assessments mean that teachers know exactly how well pupils are doing. They have high expectations of what the pupils can do and plan challenging tasks that ensure pupils make progress in their learning.
- Teachers make many links across different subjects so that pupils are excited and interested in what they are learning. In a Year 2 English lesson, pupils enjoyed exploring how they could improve the descriptions of aliens they had written which linked to the current topic about space.
- Teachers and teaching assistants are skilled at asking probing questions so that pupils extend their understanding of the tasks.
- Lessons have clear success criteria and pupils know how well they are doing against targets within the classroom. However, these are not clearly linked to the level they are working at and pupils do not have enough knowledge of these so that they can take responsibility for determining what they must do to reach the next level and to gauge their success.
- Marking in books and oral feedback are clear about what pupils have done well and how they can further improve their work. This was effectively used in a Year 4 class concluding a week's work focusing on writing non-chronological reports. As they wrote the conclusion,

they used the guidance given during the week and were able to develop the skills particular to them. It was clear how pupils responded to comments during the week and made some adjustments to marked work.

- However, pupils across the school are sometimes not given enough time to respond to feedback comments and so consolidate their learning.
- Children in the Early Years Foundation Stage are able to choose from a range of adult-led and child-initiated activities. This, coupled with a multi-sensory approach, means they make good progress in all areas of learning. Children are able to work and play inside and outside in equally stimulating areas.
- Effective use of the outside is made by the whole school. Year 1 pupils explored the copse for natural objects with different textures and shapes. During this session, their excitement in exploring the natural world was heightened as they watched a spider moving around their teacher's coat and later surprised a frog into action!
- Mathematics teaching ensures that pupils have a good grasp of mathematical language and, consequently, they are able to confidently discuss problems and work together to solve them.
- Homework provides an effective tool to develop learning. Pupils in a Year 5 class used their notes made at home to write paragraphs about animals for a variety of audiences. Many displays around school feature homework, ensuring that it has the same importance as class work.

The behaviour and safety of pupils are good

- Pupils behave very well around school. They thoroughly enjoy 'Owl groups' when they engage in a range of outside and inside activities in owl families consisting of all age groups. The younger pupils enjoy the opportunity to be 'helped' by older pupils and the older pupils appreciate the chance to look after the younger ones. 'Owl merits' given for a range of work and activities are eagerly counted to see who 'tops the tree' that week.
- Consistent strategies in use around school ensure that any pupils who may find it difficult to manage their own behaviour are helped to stay on task and to handle relationships with others.
- Almost all behaviour in lessons is excellent. Pupils are keen to learn and listen carefully to each other and to their teachers. Very occasionally, some pupils are noisy and call out answers. However, there was no disruption to learning observed during the inspection or recorded by the school.
- Pupils feel very safe. They understand how to keep themselves safe in a range of situations, including when using modern technology.
- Pupils say there is no bullying in the school of any type, including name-calling or racist incidents. 'We're all friendly' was how they described their school. They are confident that adults in the school will help them if they have any concerns or worries. Parents and carers agree with this view and are confident that their children are happy to come to school. As a result, attendance is high.

The leadership and management are good

- The headteacher has a clear focus on developing the school. She is extremely well supported by the deputy headteacher and, together, they lead a team committed to improvement. As a result, the impact of developments since the previous inspection has been considerable. Achievement for all pupils is now good and the school has clear plans to further improve this.
- Middle leaders have been in place for a relatively short time and are developing their skills. They effectively identify pupils in need of extra support and take the lead in their own

subject areas. However, they do not yet have the skills to independently identify and lead initiatives that will further improve the school.

- Leaders and managers ensure that teaching improves at an individual level. The process of setting targets for teachers and teaching assistants allows them to focus on particular development points to improve their practice and to access appropriate training.
 - Careful tracking and monitoring of each individual pupil's progress, understood by all staff, means that appropriate interventions are in place to ensure equality of opportunity for all pupils and that there is no discrimination.
 - The curriculum provides rich experiences for all pupils. Visits and visitors enhance pupils' understanding of the topics they are studying. Music provision in the school is strong and pupils have many opportunities to sing, play a wide range of instruments and to take part in performances.
 - Opportunities to develop pupils' understanding of their place in the global community and different belief systems are planned into the curriculum. The school has plans in place to give pupils as good an understanding of the multicultural nature of the United Kingdom.
 - The school works closely with a range of other schools and this provides good support for staff training as well as strengthening links so that pupils make the move to secondary school with confidence and little disruption.
 - Parents and carers have great confidence in the school and feel that their concerns are taken into account when school developments are planned.
 - The local authority provides a range of support that has effectively enabled school leaders to develop their skills and so make rapid progress in previous inspection recommendations.
 - **The governance of the school:**
 - regularly reviews its work and so ensures that it has the skills to monitor the work of the school effectively through probing and challenging questions. As a result, improvement is consistent and ongoing.
 - has rigorous and effective controls to ensure the best use of finances and statutory responsibilities, including safeguarding, are met.
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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	131784
Local authority	Gloucestershire
Inspection number	406451

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	210
Appropriate authority	The governing body
Chair	Colin Peacey
Headteacher	Karen Lewis
Date of previous school inspection	21–22 September 2010
Telephone number	01242 671003
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