

Inspection of Grangefield Primary School

Voxwell Lane, Bishops Cleeve, Cheltenham, Gloucestershire GL52 8GL

Inspection dates: 2 and 3 July 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils describe Grangefield as a welcoming place to be. Staff take the time to get to know pupils and their families well. Pupils feel safe here because of the warm relationships that have been cultivated. The school has engaged parents, such as through 'natter and know how' sessions. This keeps parents informed about their child's education, for example how pupils are taught to read.

The school has high ambition for pupils to achieve their potential. As a result, pupils are ready for their next stage. Pupils demonstrate positive attitudes to their learning and behave well. They understand right and wrong. This begins in the early years, where children learn to take turns and share. Older pupils serve as role models for younger pupils, such as creating the 'Grangefield going green' initiative. These pupils created their own orchard and an allotment to grow a range of vegetables. The school fosters care for the environment. For example, pupils have taken part in battery recycling initiatives.

The school's motto of 'Flying high. Spreading our wings' is demonstrated by the school's carefully considered wider offer. Clubs such as chess, Lego, friendship and science, technology, engineering and mathematics (STEM) enable pupils to widen their talents and interests.

What does the school do well and what does it need to do better?

Reading is a high priority for the school. Staff have been trained to teach early reading well. Regular assessment means any gaps in pupils' learning are quickly addressed. The school maintains oversight of how well pupils are learning the curriculum and provides extra support where needed. This helps pupils keep up. Assessment is also used to ensure the books pupils read contain the sounds with which they are confident. As a result, pupils learn to read quickly and achieve well in phonics. A love of reading in the school is promoted by reading newsletters that contain book recommendations. The school encourages story time to be seen as a 'cosy' time. The use of story props and reading dens make it a treasured time. There is a specific STEM library on offer for pupils to develop their knowledge of these important subjects.

The school has used research to inform the design of the curriculum. As a result, the curriculum has been carefully considered with the school's context in mind. Across subjects, the precise knowledge the school wants pupils to learn from the early years is well defined and has been well considered. This provides clarity to teachers and ensures that learning is focused on this important knowledge. The small steps of knowledge help pupils, including those with special educational needs and/or disabilities (SEND), to learn the curriculum. These pupils have precise learning plans with targets that are regularly reviewed. This means the strategies are well suited to the needs of pupils with SEND.

In subjects such as physical education (PE), pupils remember their learning over time. For example, pupils explain how they have refined their ability to catch a ball so they can now apply these skills in sports such as cricket. In these subjects, the most important knowledge is regularly revisited. In some subjects, however, pupils' prior learning is not as secure. Some pupils struggle to remember what they have learned before and how this links with current learning.

Pupils know the expectations for behaviour. As a result, pupils are attentive. They are respectful to one another and to adults. The school is working to improve pupils' attendance. Leaders have implemented strategies such as reminding families about why it is important to attend school regularly. Consequently, attendance is slightly above national levels. However, some groups of pupils, including those who are disadvantaged, do not attend regularly. These pupils miss too much school and therefore miss valuable learning time.

The school is committed to pupils' personal development. There is a range of opportunities to take on responsibilities, such as being members of the 'owl council'. Pupils learn how to stay safe, including when online. They know about healthy relationships and friendships. The school has created a 'gaining my wings' programme. This gives pupils a wide range of experiences and so increases their cultural understanding.

Staff feel well supported by leaders to manage their workload. Staff appreciate leaders' investment in their professional development. Governors know the school well and have an accurate understanding of the school's strengths and areas for development. They seek assurances and hold leaders to account effectively for the quality of education. Leaders and governors are united in their vision to provide an education where pupils can 'recognise and achieve their full potential'.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some activities to remember previous learning are not focused on the most important knowledge pupils need to remember. This means some pupils have gaps in their knowledge. The school should ensure that the approaches used to help pupils remember their learning are effective.
- The attendance of some pupils, particularly those who are disadvantaged, is too low. This means these pupils do not maintain regular attendance and miss too much of their education. The school should ensure that it strengthens its work to improve the attendance of disadvantaged pupils.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	131784
Local authority	Gloucestershire
Inspection number	10297960
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair of governing body	Steve Watts
Headteacher	Gemma Kydd
Website	www.grangefield.gloucs.sch.uk
Dates of previous inspection	17 and 18 January 2023, under section 8 of the Education Act 2005

Information about this school

- There has been a change in headteacher since the previous inspection. The current headteacher was appointed in April 2024.
- The school uses one registered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, school staff, parents, pupils, governors and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, PE and art. For each deep dive, inspectors discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also spoke to leaders and pupils about the curriculum in some other subjects.

- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtime and breaktimes. In addition, the inspectors met with pupils formally and informally to hear their views.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text responses. They also looked at responses to the staff and pupil surveys.

Inspection team

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