

# Grange Farm Primary School

Dewsbury Avenue, Coventry, CV3 6NF

**Inspection dates** 10–11 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Actions taken by leaders have successfully increased the good and outstanding teaching in the school and raised pupils' achievement.
- Pupils achieve well in reading, writing and mathematics. This is because good teaching ensures the work they are given encourages them to push themselves harder.
- The management of the performance of teaching and support staff is good. Areas for improvement are followed up robustly and staff are successfully encouraged to learn from and support each other.
- Relationships are excellent throughout the school.
- Staff rise to the high expectations the school's leaders have of them to help pupils to achieve well. They pass these high expectations on to their pupils.
- The pupils' excellent attitudes and behaviour contribute greatly to their successful learning and excellent personal development.
- Attendance is high because pupils enjoy school, feel safe, and very much want to learn. Pupils praise the caring nature of the staff.
- Almost all parents are very satisfied with the school and what it does for their children. They particularly like its 'family feel'.
- Governors hold the school to account well. They are closely involved in all of its work and very knowledgeable about how well it and individual pupils are achieving.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to help pupils throughout the school make the outstanding progress often seen in Years 5 and 6 work.
- Literacy and numeracy skills are not promoted well across different subjects.
- The progress pupils make in subjects other than English and mathematics is not tracked systematically and their work in other subjects is not marked well below Year 5.
- School improvement priorities and targets set for teachers focus more on improving what they do than on pupils' progress.

## Information about this inspection

- Inspectors visited 18 lessons. The acting headteacher joined them in two observations.
- Inspectors also observed play and lunchtimes, and held discussions with pupils, governors, staff and a representative of the local authority.
- Inspectors took account of the 63 responses to the online questionnaire (Parent View) and also gained parents' views by speaking to some parents as they brought their children to school.
- Responses from the 37 questionnaires for staff were considered.
- A wide range of documents was scrutinised, including: information about pupils' progress and attendance, the school improvement plan, the school's self-evaluation document, and records and policies about safeguarding and the quality of teaching.
- Inspectors examined the work in pupils' books, and sampled sessions where pupils were learning phonics (the sounds that letters make). They also listened to some pupils read.

## Inspection team

Doris Bell, Lead inspector

Additional Inspector

John Savage

Additional Inspector

Philip Scull

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school. It is expanding to become a two-form entry school. Currently there are two classes in Reception and Year 1 and one in each of Years 2 to 6.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is below average. The proportion of pupils supported at school action plus or who have a statement of special educational needs is above average.
- The proportion of pupils for whom the school receives additional funding, known as the pupil premium, is well-below average. This funding is for pupils in care and those known to be eligible for free school meals.
- The proportion of pupils from minority ethnic backgrounds is well-above average. The proportion of pupils who speak English as an additional language is above average, although none are at the early stages of learning to speak English.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has its own breakfast club, which operates for a short while before school starts. A privately run organisation provides wrap-around care on the school premises. It is inspected separately.
- The deputy headteacher is currently operating as acting headteacher because the headteacher is unavoidably absent.

### What does the school need to do to improve further?

- Make a greater proportion of teaching and, therefore, pupils' progress outstanding prior to Years 5 and 6 by:
  - teaching pupils throughout the school to be mindful of their literacy and numeracy targets at all times, and helping them to see that by doing so, they can reach their targets faster
  - promoting literacy and numeracy skills across all subjects and marking pupils' work when they have used these skills
  - tracking learning in all subjects so that pupils' progress can be seen and measured in everything they do.
- Measure improvement towards the targets set for teachers as part of the management of their performance with precise numerical data showing pupils' progress and attainment in order to make school development planning more effective.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well in reading, writing and mathematics. In Year 6, the proportions making expected and better-than-expected progress already exceed last year's national performance. Pupils make much more rapid progress in Years 5 and 6 than in the rest of the school, although, overall, progress is good.
- All pupils, including those from minority ethnic backgrounds and those who speak English as an additional language, make equally good progress.
- Disabled pupils and those who have special educational needs make good progress and achieve well. More-able pupils attain the higher levels in national tests and achieve equally well.
- In 2013, too few Year 6 pupils were eligible for additional funding (pupil premium) to make reliable comparisons of their attainment with that of other pupils. However, during the inspection, eligible pupils throughout the school were seen to benefit from the good support they receive to help them learn well.
- The pupils' good progress starts when they enter Reception. At this point, their skills are broadly as expected for their age. Very few are above expectation, and a considerable proportion are below, particularly in literacy and communication. Children leave Reception well prepared for their work in Year 1.
- The results of the phonics screening check for pupils in Year 1 were well-above average in 2013. Pupils currently in Year 1 are doing equally well. They use their phonics skills effectively to help them read and spell. Throughout the school, pupils enjoy reading and they read widely and well.
- Standards continue to rise in Year 2 and they are currently rising again in Year 6. The main reason for the overall decline in attainment in 2012 was weakness in mathematics. As a result of the school's actions to tackle weaker teaching in mathematics, the proportion of Year 6 pupils making the nationally expected rate of progress in the subject increased, and the proportion making more than expected progress doubled.
- In 2013, pupils in Year 6 were of lower overall ability from entry and some had extended absences for hospital treatment or extended compassionate leave due to close family bereavement. As the range of pupils' individual needs was much greater than usual and unavoidable absences were unhelpful to some pupils' progress, attainment suffered, especially in mathematics.
- The proportion of Year 6 pupils working at the higher levels this year, including at Level 6, has risen considerably. Reliable data held by the school, considered alongside inspectors' analysis of the work in pupils' books show that, in Year 2 and Year 6, standards are above last year's national averages in reading, writing and mathematics.
- The biggest improvement of all this year has been in mathematics, where the school's determination to halt and then reverse the decline has been successful. Pupils are developing sharp mental skills, and most know their multiplication tables and number facts well.
- Pupils greatly enjoy the many opportunities they have to engage in practical, investigative work in mathematics. They use and apply their mathematical learning well as they solve mathematical problems. They do not, however, have enough opportunities to consolidate or extend

mathematical skills in different subjects.

- Pupils write well, with good grammar, punctuation and spelling, and a good range of vocabulary. They also structure their writing well so that it engages the reader. Pupils frequently use their writing skills in other subjects, but they do not always remember their targets to help them improve their work. Therefore, their writing in other subjects is not always at the same high standard.
- Pupils are benefiting from the increased range of sporting and exercise opportunities available to them as a result of the primary schools sports funding. Participation rates are high and pupils are very enthusiastic about playing competitive sports in-house or against other schools.

### **The quality of teaching is good**

- There are many impressive aspects to the good teaching that occurs in this school. However, there is not enough outstanding teaching over time to help all pupils make more rapid progress in all year groups.
- Typically, work is challenging for all pupils. It motivates pupils well, adds to their enjoyment of learning and spurs them on to want to learn more. For example, imaginative, often exciting, teaching, particularly in Years 5 and 6, creates a real buzz in lessons where, as pupils said, 'There is no time to do anything else but learn, not a moment is lost.'
- Pupils meet the staff's high expectations of their work rate, attitudes and behaviour. The quantity and quality of work in pupils' books since September last bears testimony to this. Relationships are excellent throughout the school. Staff manage pupils' behaviour exceptionally well, so that learning, as pupils say, is 'hardly ever interrupted'.
- Marking almost always provides pupils with relevant guidance on how to improve their work. Pupils readily explain how doing corrections, or asking for more help, help them to learn better. They are able to mark some of their own or other pupils' work, using the criteria to do so competently, thus gaining deeper insight into how they might, themselves, improve. However, the marking of literacy and numeracy work in different subjects is less effective in giving pupils guidance and time to improve their work.
- Phonics skills are taught exceptionally well, with very positive impact on reading and spelling. Grammar, punctuation, different styles of writing and mathematics are all well taught. However, insufficient attention is paid to promoting mathematical learning in different subjects.
- When used in other subjects, writing skills are marked well in Years 5 and 6 but not as well in most other year groups. Errors not seen in literacy sessions creep in because pupils are not routinely mindful of their improvement targets – in either literacy or mathematics – or focused on using them at all times. Nevertheless, pupils of all levels of ability usually have suitably demanding work to do.
- Well-briefed, appropriately trained support staff help pupils who find learning difficult, for whatever reason, to make good progress. In most sessions, the most-able pupils have additional challenges to complete that take them to ever higher levels.

### **The behaviour and safety of pupils are outstanding**

- The behaviour of pupils is outstanding. Pupils, staff, governors and the vast majority of parents

agree with this evaluation. Attendance is high because pupils want to come to school and they thoroughly enjoy learning.

- Pupils work equally well as a whole class, in groups or on their own, concentrating exceptionally well on what they have to do. They very much appreciate the support they get, saying they find it very helpful, and that, 'If it's a rapid change that is needed, (teachers) might just talk to us straight away.'
- The school's work to keep pupils safe and secure is outstanding. Access to the school is well controlled and staff are only appointed after rigorous checks on their suitability. Pupils say they feel 'extremely safe' and that behaviour in and out of the classroom is 'normally excellent'. They appreciate the systems and procedures that foster excellent behaviour and report that, 'If anyone doesn't behave, the teacher will be shocked and (the pupil) will learn their lesson.' Teaching and support staff know their pupils well. They teach them to take pride in themselves and present their work well.
- Pupils know what constitutes bullying, and the different forms it can take. They explain the difference between falling out with someone and being bullied. They report that bullying is 'virtually non-existent', because 'everyone is kind to each other', but that the school takes it very seriously.
- Pupils like the 'worry boxes' that enable them to seek help on any matter anonymously should they need to do so. The school strongly impresses on pupils and their parents the need to use all forms of technology safely, including cameras, mobile networks and social networking sites. Pupils understand the dangers that could arise from any misuse.
- Pupils are proud of their school, their work and themselves. They have a strong voice through, for example, the school council and the eco squad, and know their views are valued. They enjoy taking responsibility and know that they help the school to improve.
- The breakfast club provides a good start to the day for pupils who come early. This and the well-organised play and lunchtimes develop pupils' social skills well. Pupils enjoy the wider range of sporting and other activities introduced to promote their health and well-being.

### **The leadership and management are good**

- The school leadership, including governors, has high expectations of what staff and pupils can achieve. Leaders move swiftly to deal with any issues. A good example of this is how they improved teaching and learning in mathematics so that pupils are currently achieving much better.
- The acting headteacher has kept staff morale high and the school moving forward during the headteacher's absence. The teamwork in the school is excellent. It greatly benefits pupils' learning as staff learn from and support each other in an atmosphere of mutual trust.
- Staff performance is managed well and the checks made on teaching and learning are rigorous and accurate. Where relevant, areas for improvement are followed up with support and training. School self-evaluation is accurate and leads to a well-considered school improvement plan. Staff know how all of these things fit together to benefit pupils' learning.
- The priorities in the school improvement plan and the targets set for teachers are the right ones. However, both lack the clear, measurable criteria related to numerical increases in pupils'

progress that enable improvement towards them to be checked precisely.

- Leaders at different levels understand their part in school improvement well. They are fully involved in monitoring teaching and learning in their subjects and other responsibilities. The leadership of the provision for disabled pupils and those who have special educational needs is excellent. The school gives exceptional support to these pupils and, where relevant, their families.
- The provision for pupils' spiritual, moral, social and cultural development is excellent. Encouraged by staff, pupils are quietly reflective, and they are respectful and caring. They know that actions have consequences and work hard to keep a calm learning environment at all times.
- The school promotes equality of opportunity well by ensuring that every pupil has the option to join in everything on offer. It works hard to eliminate all forms of stereotyping and discrimination.
- Pupils have a well-developed understanding of, and respect for, different faiths and cultures, and they are prepared well for life in a modern, diverse British society. Visits to different places of worship enhance this learning, as do visitors from different faith backgrounds.
- Vibrant displays throughout the school celebrate pupils' work and show the good breadth of learning that takes place. A well-planned range of subjects underpins all of this. Progress in English and mathematics is clearly defined within the learning opportunities provided, but progress in other subjects is not tracked as effectively.
- The sports funding for primary schools has been used effectively to provide sports coaching and a much wider range of sporting activities in and out of school hours. The range of extra-curricular sporting and other clubs is good. The school provides something for every age group and pupils make good use of what is available.
- The local authority provides an appropriate level of support for the school. It has stepped up its support to help the school through its present circumstances but has, rightly, every confidence in the current leadership to keep the school moving forward.
- Safeguarding procedures, including for child protection, meet the government's current requirements. All training is up to date and the school is vigilant in caring for its pupils and, where relevant, their parents. The school's partnership with parents is excellent.
- **The governance of the school:**
  - Governors know the school well. They gain their information from regular visits where they meet with staff and pupils, and check that spending decisions are helping to speed progress. They play a key role in challenging the school to do even better because they understand data about pupils' progress and attainment, question the school about it, and refine their skills through training to make sure they are always up to date.
  - The governing body ensures that reviews of the performance of teaching and support staff are carried out. It supports the headteacher and, currently, the acting headteacher in ensuring pay rewards are linked to improvement in pupils' progress, and they check that progress well.
  - Governors know how the additional funding (pupil premium) and the primary schools sports funding are being spent, and can pinpoint the impact these initiatives have on pupils' learning and personal development. They manage staffing and finances well.

## 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

<b>Unique reference number</b>	103664
<b>Local authority</b>	Coventry
<b>Inspection number</b>	431494

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	275
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Colin Marscheider
<b>Headteacher</b>	Jasminder Sahota (Acting)
<b>Date of previous school inspection</b>	29 April 2009
<b>Telephone number</b>	02476 411098
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