

Grange Park Primary School

Calcot Centre, Stirchley, Telford, TF3 1YQ

Inspection dates 30 June –1 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children get a good start to their school life in the Nursery and Reception classes. Teachers create a safe, vibrant environment in which children develop good skills and a love of learning.
- Pupils make good progress throughout the school, especially in reading and mathematics. Progress in writing is improving and standards are higher than in previous years. Pupils in Year 6 have made exceptionally good progress in all subjects this year.
- Teachers make lessons enjoyable. They have good subject knowledge and motivate pupils by giving them topics to explore which both interest them and develop their literacy and numeracy skills well.
- Disabled pupils and those who have special educational needs are extremely well supported and make very good progress from their different starting points.
- Pupils behave well in and around school. They are polite and helpful to adults and each other and try hard in lessons.
- Pupils take roles of responsibility seriously and work together to make the school a happy and friendly place. Pupils feel safe and know how to keep themselves safe in different situations beyond school.
- Under the strong leadership of the headteacher and senior leaders, the school has improved in all areas since the previous inspection. Improvements in the quality of teaching have led to rises in standards in reading, writing and mathematics.
- Senior leaders make sure that pupils' behaviour is good. They ensure that the school is a safe place for pupils to learn and thrive.
- Governors hold leaders accountable for improving the school. They ask senior leaders challenging questions and visit regularly to check for themselves how well the school is doing.
- Pupils' spiritual, moral, social and cultural education is supported particularly well by the school's values which were formulated jointly by staff, pupils and parents. These are displayed around the school for all to see.

It is not yet an outstanding school because

- Occasionally, when teachers' explanations in lessons are too long, pupils lose concentration and do not get on with their learning as speedily as they could.
- On other occasions, pupils who finish work quickly have to wait too long for the next task, which restricts their progress.
- Teachers do not always give pupils enough opportunities to practise their speech and language skills in different subjects.
- The school has not yet developed the links with other local settings that are a key part of its new role as the local 'Hub'. In particular, it has not yet secured their agreement about the approach that all settings will use when preparing children for when they start school.

Information about this inspection

- The inspectors observed pupils' learning in 25 lessons, six of which they observed together with either the headteacher, deputy headteacher or assistant headteacher.
- The inspection team held meetings with the headteacher and other staff, two groups of pupils, six governors, and a representative of the local authority.
- Inspectors held informal discussions with parents and pupils.
- Inspectors took account of the 47 responses to Ofsted's online questionnaire Parent View, the school's own parental questionnaires, individual communications from parents and the 29 completed staff questionnaires.
- The inspectors observed the school's work and reviewed a range of documentation including: the school's checks on its performance; its analysis and tracking of pupils' progress; records of behaviour and safety; school improvement plans; records relating to classroom observations and the management of staff performance; safeguarding arrangements; and records of meetings of the governing body.
- The inspectors also looked at pupils' work, listened to pupils read and checked information on attendance.

Inspection team

Susan Hughes, Lead inspector

Additional Inspector

Michael Miller

Additional Inspector

Timothy McGuire

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Most children in the early years start in a part-time Nursery class in the year in which they are four, but recently the school has started taking some children in the term in which they are three. Most then move to a full-time Reception class at the beginning of the year in which they are five, where they are joined by children from other nurseries and pre-schools.
- The school has recently been designated the local 'Early Years Hub'. This means that the school liaises with all pre-school providers to ensure that arrangements for children starting school are well organised and consistent across the area.
- Most pupils are White British. The proportion of pupils from minority ethnic backgrounds is lower than in most schools, and fewer pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils supported by the pupil premium, which is additional government funding for pupils who are known to be eligible for free school meals or looked after by the local authority, is above average.
- The school operates a breakfast club to cater for pupils who are brought to school early by working parents.
- A larger than average proportion of pupils join the school at times other than at the start of the early years.
- Two members of staff are deemed by the school to be 'Leaders of Education', and work closely with the Severn Teaching Alliance to share their expertise and support teachers in other schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve teaching and pupils' achievement, particularly in writing, by ensuring that:
 - teachers' explanations of key points and at the start of lessons are not over long and that they have additional tasks ready for pupils who have finished their work, so that no time is lost in the lesson
 - teachers give pupils who have specific speech and language targets more opportunities to practise their skills in all subjects
- Strengthen the newly formed 'Early Years Hub' by improving communications with all pre-school groups in the locality to develop a common approach for children starting school.

Inspection judgements

The leadership and management are good

- The headteacher's drive and high aspirations are evident in the improved teaching, raised standards and good behaviour of pupils in the school. He and his senior leaders rigorously check how well pupils are doing. They make sure that any at risk of falling behind are quickly helped to keep up.
- The headteacher has built a strong team of leaders, teachers and other staff who work exceptionally well together. They are supportive of each other and all share the headteacher's high aspirations and aim to provide the best opportunities for pupils. As a result, the school is a happy, friendly place where everyone is working towards the same goal.
- Subject leaders work effectively together and lead their subjects well. They have introduced refinements to the way reading, writing and mathematics are taught. This has resulted in more pupils making accelerated progress in recent years. Leaders work effectively alongside colleagues to help them develop new techniques and skills. They check regularly that new methods are working.
- The subjects pupils learn are interesting and exciting. Most teachers use the topic themes they have selected effectively to help pupils to see the natural links between subjects and to provide opportunities for them to practise their literacy and numeracy skills in different subjects. For example, pupils in Year 4 learnt how to write newspaper articles about the discovery of Tutankhamen's tomb when studying Ancient Egypt. They also used their learning about the Jutes and Saxons to solve mathematical problems. However, teachers do not always give pupils enough opportunities to practise their speech and language skills in different subjects.
- The leadership of teaching is good. Senior leaders use the appraisal system very effectively to ensure that the school only rewards teachers with a pay rise if their pupils achieve well. Teachers are clear about what is expected of them and receive good support and training to help them attain their challenging pupil achievement targets.
- The school has formed strong links with other local schools. It is a partner in the Severn Teaching Alliance which provides opportunities for experienced subject leaders to share their expertise with other local schools. Other partnerships have been established to enable teachers to check that their judgements of how pupils are doing against other schools' assessments to ensure they are accurate.
- The primary physical education and sport premium is used effectively to extend sporting opportunities for pupils. The school uses it in part to pay for membership of a local sporting partnership, which provides inter-school competitions for pupils. The premium also funds a coach to work with pupils and staff. He helps staff develop their sports teaching techniques, provides high quality coaching for pupils and runs after school clubs. As a result, more pupils are taking part in physical activities and their skills are developing well.
- The pupil premium is used effectively to support disadvantaged pupils. The school employs additional adults to work in classrooms and in small groups to enable disadvantaged pupils to achieve as well as their classmates. The adults are well-trained and provide good support for these pupils.
- Disabled pupils and those who have special educational needs are particularly well supported. The school identifies any pupils who have specific needs early in their school life so that it can arrange appropriate support. Skilled leaders tailor support closely to individual pupils' requirements and make sure that it is effective. They adapt the support as necessary to reflect pupils' progress and their changing needs.
- The school has built strong relationships with parents and the local community. Leaders regularly seek parents' and pupils' views and act upon their suggestions or queries. One parent commented that the school 'really is at the heart of the community'. Parents of pupils new to the school say that the friendly atmosphere helped their children to settle in quickly. Pupils develop their social skills and contribute well to their local community by supporting the parish council's plant sales with plants nurtured in the school, by setting up a local nature reserve and by planting bulbs in the park.

- The school's values underpin all it does and support pupils' spiritual, moral, social and cultural development well. Values such as 'show resilience', 'value everyone' and 'celebrate differences' encourage pupils to respect the views and beliefs of others. Their links with schools in Kenya and Spain help them understand the experiences and challenges facing other societies that have very different ways of life. The school is committed to ensuring equality of opportunity for all pupils and challenges the slightest hint of discrimination immediately.
- Pupils learn about key British institutions, such as how the parliamentary system works and why this is important to our country. Pupils are proud that their school council is democratically elected and say this a fair system. During the recent general election, older pupils studied the different parties and wrote fact sheets to explain the process. These activities, and the values the school teaches them, prepare them well for life in modern Britain.
- The local authority has provided good support for the school. It has helped leaders identify how they can raise standards and has helped it check that teachers' assessments are accurate. Governors have attended training sessions led by the local authority and they told the inspectors that these have been very useful.
- Leaders appreciate that writing is still not as strong as reading and mathematics. They have focused effectively on improving the way writing is taught, and school data shows that this is narrowing the gap between standards in writing and other subjects.
- Leaders and governors ensure that the arrangements for keeping pupils safe are effective and meet all statutory requirements.
- **The governance of the school:**
 - Governors ensure they keep abreast and up to date with changes in education. They make the best use of the skills they have to support the work of the governing body and regularly attend training and refresher courses. Governors recently arranged a local review of how they work and drew on this to refine and improve their practice. They confidently use school achievement data to check how well different groups of pupils are doing and how the school compares with others. Governors ask leaders challenging questions to make sure they are improving the school and visit it regularly to see for themselves how well it is doing.
 - Governors ensure that the school's finances are managed well and rigorously check that the pupil premium is being spent effectively to help disadvantaged pupils achieve as well as their peers. Governors also make sure that the primary physical education and sport premium is improving pupils' sporting skills and enabling more pupils to take part in additional physical activities.
 - Governors know that the quality of teaching is improving. They make sure that the appraisal system only rewards good teaching and check that any weaker teaching is quickly addressed and improved.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They move around the school calmly and are helpful to adults and each other. For example, a pupil in Year 2 automatically offered a spare chair to one of the inspectors, while pupils in Years 6 sensitively pointed out errors in each other's work in a friendly, positive manner. Pupils new to the school told inspectors that they quickly settled in because everybody is so kind.
- Pupils readily take on roles of responsibility. A member of the school council said that they helped to make the school a happier place by introducing a friendship bench for anyone who felt lonely. He commented, 'It wouldn't be much of a school if it wasn't happy'. Pupils in Year 6 who are peer mentors help sort out any minor disagreements on the playground, while play leaders organise playground games for younger pupils.
- Most pupils spoken to during the inspection said that behaviour was generally good and the majority of parents who completed Parent View agree. Pupils understand the school 'SMART' rules (Speak politely and listen carefully, Make school enjoyable for everybody, Act safely, Respect and care for each other, Tell

someone your worries) and say that they are easy to remember and they try to abide by them.

- Pupils are enthusiastic about their learning and try hard in lessons. Occasionally if the learning is a little slow, some pupils lose concentration and, even though they do not disrupt the learning of other pupils, their own slows. The few pupils who find behaving well difficult are given good support. One pupil told the inspectors that when he had problems managing his behaviour, the support from staff and pupils was very helpful and saw him through a 'difficult period'.
- The school works closely with parents to encourage good attendance. The family support worker helps parents develop good morning routines at home so that pupils arrive punctually to school, and many pupils attend the well-run breakfast club. As a result, attendance is improving on the previous year and is currently broadly average.

Safety

- The school's work to keep pupils safe and secure is good. Pupils told inspectors that they feel safe because the teachers look after them. They feel that there is always someone they can go to if they have a problem.
- Pupils see it as their role to help keep each other safe. Pupils in Year 6 form the 'Safe Squad' and check that other pupils are acting safely. They check to see if anyone is sitting on the 'Safe bench' and needs to talk about a safety problem. Current 'Safe Squad' members are training up pupils from Year 5 to take their place when they move on to secondary school.
- Pupils understand why they must take precautions when using the internet. They are aware of potential hazards and how to minimise them, or deal with them when they occur. They also know how to keep themselves safe on the road and when riding their bicycles. The school encourages safe cycling and recently won an award for the most pupils who cycled to school during a local cycling week.
- Pupils understand what bullying is and the different forms it can take, including physical, racial and cyber bullying. They told inspectors that there is very little bullying in the school and any that does occur is always sorted out by the teachers.

The quality of teaching

is good

- Teachers are enthusiastic in their approach to teaching throughout the school. They devise well-designed and practical activities to capture pupils' imagination and develop their literacy and numeracy skills well. For example, during the inspection, pupils in Year 3 were learning not to 'judge a book by its cover'. They were fascinated by the collection of children's books the school had assembled, which ranged from books published relatively recently to those dating back a hundred years. Pupils explored how the books were laid out and compared them with modern books, discussing who might have owned them and how much they might have enjoyed reading them.
- Teachers' good subject knowledge enables them to question pupils skilfully and to check their understanding and move them on in their learning. They typically use probing questions, such as 'How do you know?' and 'Explain how you reached that answer,' very well to make pupils think carefully about what they have learnt, and this deepens their understanding. They use similar techniques to establish what pupils who are new to the school know, and plan work which helps them achieve as well as the more-established pupils.
- Reading is taught well. The way phonics (the sounds letters represent in words) is taught has improved markedly in recent years. From the early years and through Key Stage 1, pupils are taught in a systematic way which is increasing their understanding and use of phonics. As a result, pupils use their phonic skills confidently to read unfamiliar words. For example, during the inspection a pupil from Year 1 successfully sounded out 'rickshaw' while a pupil in Year 2 confidently read 'vowed' and 'unleashing', even though he was unsure of the meaning.
- Mathematics is also taught well. Teachers teach pupils key skills by making clever use of everyday

situations so that pupils appreciate how their mathematical skills will help them in practical situations. For example, pupils in Year 6 discussed how percentages and decimals are used in shop sales and when dealing with data. Others tackled challenging problems by extracting information about football team supporters from pie charts. They converted decimals and fractions to percentages and worked out how many degrees represented each of these values.

- The teaching of writing has improved this year. As a result, pupils' progress has accelerated and, though still slightly weaker than in mathematics and reading, the standard of pupils' writing is improving. Teachers ensure that pupils are taught different sentence structures in a methodical way. Lesson activities are designed to build carefully on pupils' understanding so that they learn how to develop the quality of their writing. For example, pupils in Year 2 watched a fascinating video of the conditions that Florence Nightingale encountered in the Crimean War. They were then challenged by their teacher to write descriptions which included two adjectives or more.
- The school has a well-trained team of support staff. They work very effectively alongside teachers, helping disadvantaged pupils, disabled pupils and those who have special educational needs. Teachers make sure that additional adults in the classroom are clear about the learning that is to take place. This ensures that pupils who need to be supported individually, in small groups or, occasionally, outside the classroom, make at least as much progress as other pupils.
- The most-able pupils make good progress. Teachers make sure that work is challenging and builds on what they already know, enabling them to progress quickly onto the next stage.
- While pupils are fully focused on their learning in most lessons, occasionally teachers' long introductions or explanations mean that they lose concentration and do not get on with their learning as quickly as they could. On other occasions, pupils have to wait too long for the next piece of work when they have successfully completed a task; this means that they do not always make the even more rapid progress of which they are capable.
- Some pupils have specific speech and language targets which are meant to help them improve their writing. Whilst all teachers make sure that pupils are able to practise these skills in literacy lessons, there are insufficient opportunities for them to do so in other subjects.

The achievement of pupils is good

- In previous years, pupils have generally started in Key Stage 1 with skills that were weaker than those that were typical for their age, especially in language and writing. In 2014, however, a larger proportion achieved a good level of development at the end of the Reception classes and more pupils started in Key Stage 1 with skills that were typical for their age.
- In 2014, although standards at the end of Key Stage 1 were below average, this represented good progress from pupils' generally low starting points in the early years. Their progress has continued to improve as they have moved through Key Stage 1 and they are currently working at levels nearer to average. The results of the most recent national check on how well pupils in Year 1 understand phonics were average. This, too, shows improvement on the previous year, demonstrating rising standards across the key stage.
- In 2014, standards in writing and mathematics in Year 6 were broadly average and standards in reading were above average. Pupils had made good progress in reading and mathematics but slightly less progress in writing. School data and work in pupils' books, however, show that pupils currently in Year 6 have made equally good progress, since leaving Key Stage 1, in all three subjects. Progress in writing in other year groups is still slightly less rapid than that made in reading and mathematics.
- In 2014, although disadvantaged pupils had made slightly better progress overall than their classmates, in terms of their attainment, they were still almost four terms behind them in mathematics, two terms behind in reading and over four and a half terms behind in writing. In relation to other pupils nationally, they were equal to other pupils in reading, two terms behind in mathematics and over four terms behind

in writing. School achievement data, however, show that disadvantaged pupils currently in the school are now making at least as much progress as other pupils, and in some cases they are making more. This is narrowing the gaps in their attainment.

- Disabled pupils and those who have special educational needs make very good progress. Their needs are swiftly and accurately identified and the school provides well-considered support to meet them. The special educational needs leader and her staff rigorously check the effectiveness of additional support and make changes if it is not helping pupils achieve the best they can.
- The most-able pupils make good progress. An increasing number of pupils year on year are working at higher levels, especially in mathematics and reading. The excellent progress seen by pupils in Year 6 this year means that more are on track to attain high levels in reading, writing and mathematics.

The early years provision is good

- The strong leadership of the early years has resulted in steady improvements in children's achievement in the past year. The proportion of children who attained a good level of development at the end of Reception was broadly average in 2014 and is slightly higher this year. This represents good progress from children's low starting points in areas of learning such as language and writing when they first enter the early years.
- Adults in the early years classes create an exciting, vibrant environment that motivates children and makes them keen to learn. Teachers provide well-planned activities which interest children and develop their skills well. Consequently behaviour is good and children quickly cultivate a fascination for learning new things. All adults ensure that children are safe and happy at all times.
- Teaching is good. Activities build on what children already know and on their own enthusiasms. For example, during the inspection, children in the Nursery went on an animal hunt around the school grounds. Adults carefully planned the activities the children engaged in to ensure they built directly on the experiences they gained during a visit to a safari park the previous week. The children searched for pictures of animals and checked them off a list when found. In the Reception classes, some children helped to look after the guinea pigs whilst others were captivated by the life cycle of butterflies. Teachers ask questions which develop children's language skills and make them think deeply about what they are doing, such as 'What do you think will happen?'
- An increasing proportion of pupils are achieving a good level of development in the early years. Children are building positive attitudes to learning and are inquisitive about new things. They quickly learn to take turns, sharing ideas and equipment. They are well equipped for their move to key Stage 1.
- The early years staff have ensured good communications with their parents and carers. The school's new role as the local 'Early Years Hub' requires them to liaise closely with families and leaders in early years settings in other local schools. However, this initiative is still in its early days and the planned links that are designed to support work with other settings are not yet established.

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	136154
Local authority	Telford and Wrekin
Inspection number	461825

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	450
Appropriate authority	The governing body
Chair	Glynn Morrow
Headteacher	Richard Thorpe
Date of previous school inspection	28-29 June 2012
Telephone number	01952387490
Fax number	None
Email address	grangepark.primary@taw.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone [0300 123 4234](tel:03001234234), or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and *inspects* to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone [0300 123 4234](tel:03001234234), or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: [0300 123 4234](tel:03001234234)
Textphone: [0161 618 8524](tel:01616188524)
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

