

# Grange Lane Infant School

## Inspection report

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<b>Unique Reference Number</b>	117760
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	379467
<b>Inspection dates</b>	19–20 October 2011
<b>Reporting inspector</b>	Lynne Blakelock

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Faulkner
<b>Headteacher</b>	Lorraine Johnson
<b>Date of previous school inspection</b>	25 February 2009
<b>School address</b>	Wyredale Road Ashby Scunthorpe DN16 2PZ
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## Introduction

This inspection was carried out by three additional inspectors, who observed nine teachers in 18 lessons. The inspectors held meetings with senior and middle leaders, a group of pupils, and representatives of the governing body. They observed the school's work, and looked at information relating to the achievement of all groups of pupils, examples of their learning and a range of policies and plans. They analysed staff and pupil questionnaires and the 81 questionnaires that were returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- It looked at how effectively the school is promoting boys' progress, from the Early Years Foundation Stage onwards.
- It explored the extent to which the curriculum is promoting pupils' achievement and personal development.
- It investigated how well the school's information, gathered from monitoring and evaluation is resulting in improved outcomes for all groups of pupils.

## Information about the school

This is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is well-above average. Most pupils are of White British heritage. A high proportion has special educational needs and/or disabilities, of which most are speech, language and communication difficulties or moderate learning needs. The school has been awarded the Bronze Eco-warriors Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school, which is led skilfully. Pupils are happy within the inclusive environment, which values them all as individuals. Outstanding systems to care for and to support them, result in pupils' great sense of security and trust and empower them to achieve well in both their learning and personal development.

Many children enter the nursery with levels of development that are lower than are typical for their age, especially in speech and language development. Attainment by the end of Year 2 has risen for the last four years and is now average, including in writing, which was an issue from the last inspection. Attendance, which was inadequate at the last inspection, is average and continuing to rise. The headteacher's very clear direction for the school and her accurate understanding of its needs, through detailed, regular and comprehensive monitoring and self-evaluation, have been the starting points for the improvements. Middle leaders are extending the school's understanding of the quality of provision and taking action to drive up attainment further. As a result of good leaders and managers at all levels, pupils, including those with special educational needs and/or disabilities, are making good progress from the Early Years Foundation Stage onwards. The effective governing body is able to influence the school's direction because it has a good independent knowledge of the school's performance and monitors much of the school's performance for itself. Based on all of these factors and the good progress since the last inspection, when the school was satisfactory, the school demonstrates a good capacity for sustained improvement.

Children settle quickly into the Early Years Foundation Stage and provision is good. Activities in the Early Years Foundation Stage area promote pupils' good personal development as well as their skills in the six areas of learning. However, while indoor activities provide a clear purpose to the children's learning, there is less structure to outdoor activities and opportunities for their learning to be reinforced are sometimes missed.

Teaching is good and pupils enjoy learning. They are clear about the purpose of the tasks that they are given. Tasks for more-able pupils are not always challenging enough to enable them to develop the skills needed to achieve higher levels. The boys have responded very positively to learning through first-hand experiences, by discovering for themselves, and through a greater focus on learning outdoors. Consequently, from the Early Years Foundation Stage onwards, they make good

progress and the gap between boys' and girls' progress is narrowing. Learning across subjects has allowed all pupils to learn in more depth and, based on visits and visitors, has boosted the pupils' interest in writing for a purpose. The adaptations to the curriculum, while a developing aspect of the school's work, are significant in this because they are making lessons more relevant.

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

- Raise pupils' attainment levels in reading, writing and mathematics by making sure that tasks for pupils capable of reaching higher levels are planned carefully to provide good challenge in all lessons and to enable them to extend their skills and thinking.
- Ensure outdoor activities offer a clear structure and purpose for children in the Early Years Foundation Stage and reinforce the good quality of provision found indoors.

### **Outcomes for individuals and groups of pupils**

<b>2</b>
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Pupils achieve well and show good enjoyment of learning. Those who find learning difficult make good progress in forming letters and adding one-digit numbers. Many are able to spell simple words accurately. Their progress is quickened by good speaking skills being modelled by teachers and teaching assistants and imaginative stimuli to help pupils connect to learning. Those with speech and language difficulties make rapid progress from the time they begin school in the clarity of their speech and in speaking in sentences.

A lower proportion of pupils reaches higher levels by the end of Year 2, especially in mathematics. While teaching is good, more-able pupils are not developing their knowledge as much as they could, through practising it in unfamiliar situations, and as a result are not developing higher-order skills. Nevertheless, in a literacy lesson, through the teacher asking pupils to expand on their answers, they showed that they could extend their expressive skills, their understanding of punctuation in a specific context and their use of adjectives. Pupils known to be eligible for free school meals make good progress in both literacy and numeracy.

Pupils show positive attitudes to learning and try hard to meet the lesson objectives. Year 2 pupils, in their first lesson about a specific mathematical symbol, were given the exciting stimulus of a crocodile that was being fed with numbers. By the end of the lesson, they were able to understand the concepts of 'greater than' and 'lesser than.' Based on good safeguarding arrangements and a programme of learning through the school, pupils have a very secure understanding of how to be safe and how to avoid unsafe situations. One pupil said that he feels safe because the school rules keep him safe. Pupils display a good understanding of the importance of keeping healthy. They are able to explain why they need to exercise regularly. They can also name foods that help their bodies to work efficiently and those that might damage it. Increasingly, they are choosing healthy eating options. Those pupils who represent others on the school council are developing a good range of personal and

communication skills and speaking increasingly confidently. The eco-warriors are helping pupils to understand that we must respect the planet. Other pupils enjoy daily responsibilities, which could be extended, both in the school and community. Through lessons and the school’s expectations, most pupils are able to listen and respect other pupils’ views and form positive relationships. During the inspection, they showed a secure understanding of the features of the places of worship of two religions. They have a satisfactory understanding of people’s cultures and lifestyles, through a broadening curriculum. Altogether, pupils are satisfactorily prepared for junior school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Lessons, consistently, have interesting beginnings, which help pupils to focus on their learning. Regularly, they are based on experiences and events that the pupils can relate to. Teachers know their subjects well and explain clearly what they are teaching. Planning provides for a range of activities and the best planning includes the intended outcomes of all tasks. In most lessons, the pace is brisk and pupils spend the majority of the lesson practising what they have been taught. Teachers use questioning to help pupils to extend what they have found out. There is good teamwork with teaching assistants, who are very clear about their roles and who provide specific and focused support for pupils. Marking of pupils’ work tells the pupils what they know and the next steps they need to take. In lessons, teachers check pupils’ progress regularly and guide them towards the learning objective. Pupils know their targets, which are written in their books, explained to them in lessons and displayed in classrooms.

While the curriculum is satisfactory, it is improving. Through a greater use of themes, pupils are increasingly learning for themselves, developing their own lines of enquiry and enjoying opportunities to learn in more depth. Learning is beginning to focus on skills, which engages both boys and girls well. Links between subjects, especially for writing, are proving a key factor in raising writing levels. Provision for pupils who find

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<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

aspects of learning difficult is good and that for pupils with a specific gift or talent is a developing aspect. The personal, social and health education programme is carefully planned, both in alerting pupils to the importance of living healthy lifestyles and in developing their personal and inter-personal skills. Information and communication technology (ICT) provision is in place and a regular tool for learning. Popular after-school clubs, together with visits and visitors, enrich pupils' learning and enjoyment well.

All pupils have a named member of staff, of their choice, to whom they can go for support and help. The staff work very closely with pupils and their parents and carers, so that their individual needs are met exceptionally well. They liaise very effectively with a range of outside agencies, to ensure that all necessary support is in place. The excellent organisation of mentoring ensures that support for those with emotional and social problems does not get in the way of learning. Numerous responses from parents and carers detail the very beneficial and specific support, over time, which has raised their children's self-esteem and their confidence in dealing with their concerns and worries. As a result, there have been significant improvements in the behaviour, attendance and readiness for learning of individual pupils. Since the last inspection, health and safety policies and procedures have been overhauled thoroughly and help to ensure pupils' safety and security in school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher is providing strong strategic leadership. All staff and the governing body share her vision, values and ambition and work as a team, to the benefit of the school. There is very close attention to detail and swift action is taken to tackle any weaknesses exposed from checking on the school's performance. Because of that, the quality of teaching, which was previously satisfactory, is now good. The good progress of pupils confirms the good equality of opportunity and freedom from discrimination for all pupils. The school checks that all groups of pupils have the opportunity to participate in activities outside of lessons. Community cohesion continues to be promoted satisfactorily, with a greater proportion of the focus being locally based, and national and international links being developed.

The range of partnerships makes a satisfactory contribution to the curriculum and pupils' personal development, with pastoral links making a very strong impact. Relationships with parents and carers are proving to be very effective in involving a growing proportion both in school activities and in enabling them to support their children's learning. Communication is regular and comprehensive.

Governance is good. The governing body's breadth of knowledge, often gained by its own monitoring of the school's work, ensures that it can both challenge the school

and help to steer it. Safeguarding arrangements are good because the governing body gives it high priority and effective policies, reviewed regularly, are in place.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress from their individual starting points, both through the nursery and Reception Year, because their needs are identified quickly and met. Classroom activities are chosen carefully and planned so that the children are interested, remain engaged and behave well. There is an emphasis on speaking and listening, which is reinforced through daily teaching of letters and sounds. Consequently, the children make good progress in their language skills. There is a good balance of children being able to learn for themselves and teachers directing them. However, outdoor learning is planned less carefully. Activities do not always enable children to learn for themselves, within a clear structure and purpose. 'Free-flow' learning between the classroom and outdoors is satisfactory and developing.

The children's good personal development is promoted effectively through the day, including through daily routines. Good hygiene, learning and playing safely, and caring and sharing are key features of each day and enable the children to develop important personal, social and emotional skills. The children's individual 'learning journeys' provide a quite comprehensive record of their achievements.

The leaders and managers of the Early Years Foundation Stage are effective. The leader has an accurate understanding of how to improve provision further. Importantly, a positive start is made to involving parents and carers in their children's education. All staff work together well to ensure continuity of practice.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

## **Views of parents and carers**

Almost all of the parents and carers who responded to the questionnaire rated highly every aspect of the school's work. Several parents and carers added positive comments. One response echoed the views of other parents and carers in stating that 'This is a wonderful school with a great team of teachers and staff, who work wonders.' There was also praise for the headteacher, for the range of extra-curricular activities, and for children's induction into the school. The findings of the inspection team matched the views of the parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grange Lane Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 81 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	69	23	28	0	0	1	1
The school keeps my child safe	53	65	27	33	1	1	0	0
The school informs me about my child's progress	45	56	33	41	2	2	1	1
My child is making enough progress at this school	47	58	32	40	0	0	0	0
The teaching is good at this school	53	65	27	33	0	0	1	1
The school helps me to support my child's learning	46	57	33	41	1	1	1	1
The school helps my child to have a healthy lifestyle	51	63	28	35	0	0	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	44	54	31	38	0	0	1	1
The school meets my child's particular needs	46	57	33	41	0	0	1	1
The school deals effectively with unacceptable behaviour	42	52	37	46	0	0	1	1
The school takes account of my suggestions and concerns	45	56	35	43	0	0	1	1
The school is led and managed effectively	46	57	34	42	0	0	1	1
Overall, I am happy with my child's experience at this school	51	63	28	35	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 October 2011

Dear Children

**Inspection of Grange Lane Infant School, Scunthorpe, DN16 2PZ**

Thank you for making us so welcome when we visited you recently. We enjoyed meeting you and talking to you. We were pleased that you are happy at school.

Your school is a good school. Here are some of the other judgements that we made.

- You make good progress because teaching is good.
- Your skills in reading, writing and mathematics are improving quickly.
- You behave well and treat each other kindly.
- You are kept safe and the staff look after you very well.
- Your headteacher and her staff work hard for you, and are making sure that your school gets better and better.
- You like going on visits and having visitors into lessons and learning is interesting.
- You enjoy after-school clubs, such as gardening and sporting activities.
- Your school council is helping to make important improvements to the school.

We have asked your headteacher to help the school to be even better in the following ways:

- make sure activities help pupils who can reach higher levels to do so
- ensure that activities for outdoor learning in the Early Years Foundation Stage are planned carefully, to help you make good progress all of the time.

On behalf of the inspection team, I hope that you will help the teachers to make the improvements by working as hard as you can.

Yours sincerely

Lynne Blakelock  
Lead inspector

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