

Grange Lane Junior School

Inspection report

Unique Reference Number	117761
Local authority	North Lincolnshire
Inspection number	358190
Inspection dates	16–17 May 2011
Reporting inspector	John Foster

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	The governing body
Chair	David Wilks
Headteacher	Larissa Thorpe
Date of previous school inspection	13 November 2007
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Introduction

This inspection was carried out by three additional inspectors. Eleven lessons were observed and six teachers seen. Meetings were held with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at the school's development planning, documents relating to safeguarding, minutes of the governing body's meetings, pupils' records and school policies. The 99 questionnaires returned by parents and carers were analysed, as well as those returned by pupils and staff.

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

- Confirmation of pupils' attainment when they start at the school and the effect this has on the school's data to show the pupils' progress.
- The effectiveness of the school's planning to move the school forward.
- Whether the procedures and effectiveness of the school's safeguarding arrangements are outstanding, as judged by the school.
- The arrangements for developing community cohesion and how aware pupils are of cultures other than their own.

Information about the school

The school is smaller than the average primary school. Almost all pupils are of White British heritage, with a few from other minority ethnic backgrounds. A high proportion of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational need is much higher than average. The school has gained Healthy Schools status, the Artsmark Gold Award and the Bronze Eco-Schools 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. Pupils are cared for well. Pupils, including those with special educational needs and/or disabilities, make good progress from low starting points, because they are taught well in most year groups. Attainment is broadly average by the end of Year 6 but varies from year to year depending on the mix of pupils.

The headteacher is inspirational in her leadership and has been the driving force in bringing about recent improvements. She is well supported by the staff, governors and parents and carers. Safeguarding arrangements are outstanding.

Pupils' attainment has improved over recent times because of good teaching. However, the quality of teaching is not consistent. Most pupils are taught well, and often the teaching is outstanding. However, in some classes pupils are sometimes allowed to take too long to settle to work, which slows down their progress.

Pupils make an excellent contribution to the school and to the community beyond the school. They have a strong voice in what happens in their school and are actively involved in improving the local area. Their behaviour is good overall. Attendance levels have improved rapidly and are now high. Pupils' spiritual, moral, social and cultural development is good. They show respect for each other and are developing a good understanding of cultural differences.

Leaders and managers have a clear vision for moving the school forward at a fast pace. Governance is good. The governors have a firm understanding of the strengths of the school and what needs to be done to improve its provision still further. They are active in monitoring the school's performance. The arrangements for community cohesion are good. Pupils have a good understanding of the differences in local and global cultures but their knowledge of the mix of cultures in the United Kingdom is less well developed. The school's evaluation of its performance is largely accurate. As a result of the accurate evaluation of its performance, the effective leadership and management and the rapid improvement in standards and achievement, the school is well placed to maintain its improvement.

What does the school need to do to improve further?

- Improve the quality of teaching in order to raise standards further in English and mathematics by:
 - ensuring that all lessons are at least of good or better quality
 - ensuring that all lessons offer appropriate challenge to pupils
 - ensuring that pupils' behaviour is consistently good in lessons.

- Develop further pupils' understanding of different cultures by:
 - consolidating links with schools in this country where there is a wider range of cultures.

Outcomes for individuals and groups of pupils

2

Pupils achieve well, make good progress and enjoy their learning. Pupils' attainment is broadly average by the time they leave the school. Pupils make good progress because of the high quality teaching they receive as they move through the school. Pupils are motivated well and are keen to participate in lessons. They concentrate well, work hard to please their teachers and support each other in their learning. In a Year 5 mathematics lesson, for example, pupils told the teacher that the work was challenging, but said that they knew this was the best way to improve. They all worked diligently to successfully complete the task set for them.

Pupils' behaviour is good overall. They move about the school sensibly and when their lessons stimulate them, they behave very well in class. Occasionally, however, in lessons where they are not motivated well enough to learn, the inappropriate behaviour of a few pupils slows down their learning. Pupils say they feel safe in school and there is always an adult in whom they can confide if they have a problem. The very effective school council has been involved in developing the playground facilities and has worked alongside staff to decide how the playground and library will be redeveloped. Beyond the school, pupils are involved in work with older people and in improving the facilities in their locality. Pupils understand the importance of living healthy lifestyles.

The school has excellent procedures for monitoring absence and has developed an ethos where pupils know they are expected to attend school regularly, resulting in the high levels of attendance. Pupils have a clear sense of what is right and wrong and their lives in school reflect this. They show respect for each other and for the adults in school. While they are aware of cultural differences, they are not fully aware of the wide range of cultures to be found in Great Britain.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2

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

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

How effective is the provision?

The quality of teaching is good and a significant proportion of it is outstanding. The main reasons for the high quality of teaching in these year groups is the effective planning for learning, based on pupils' specific needs, the high expectations the staff have of their pupils, and the pupils' attitudes towards learning. In some lessons, however, the pace is at times too slow, the teachers' expectations of pupils' behaviour is inconsistent and support staff are not used well enough to help learning. In the best lessons the pupils have a say in their learning and are highly stimulated to achieve well. In a Year 6 English lesson, for example, the teacher's excellent questioning techniques encouraged pupils to think about the writer's feelings when he wrote the song they were studying. They responded very well to the questions posed to them. Teachers assess pupils' work well and the resulting data are used well to plan for future learning.

The curriculum is well organised to give pupils a wide range of experiences. They are involved in the planning for their learning, with opportunities to decide which topics they wish to study. The curriculum is adjusted effectively to meet the needs of different groups of pupils, including those with special educational needs and/or disabilities. The school's use of information and communication technology is a significant aspect of the curriculum. An extremely wide variety of technology is used to enhance pupils' learning. The range of activities available for pupils beyond the school day, including music and sport, is good. Pupils are keen to take the opportunities offered and do so enthusiastically. Visits and visitors are used well to enhance learning, including a residential visit to London for pupils in Years 5 and 6, where they experience life beyond their locality.

Staff know their pupils well and use this knowledge effectively to support them. The school provides a warm, welcoming environment and pupils say that they enjoy school. Pupils whose circumstances make them vulnerable are given high quality care and support. Pupils with special educational needs and/or disabilities are catered for well and given good support. The school works hard at developing links with parents and carers, in most cases with considerable success. Working alongside the parents and carers and appropriate agencies, the school has managed to raise attendance levels significantly so that they are now high in relation to national figures. Transition arrangements are well established.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school has moved forward at a rapid pace since the appointment of the headteacher. The staff, governors, pupils and parents and carers share clear ambition and drive to make the school as good as possible. The improved quality of teaching and learning across the school has led to higher achievement and rapidly improving standards. The subject leaders have a clear view of the strengths in their subjects and what needs to be done to develop them further. The governing body provides good support to the school and works well with the headteacher to monitor and evaluate the school's performance.

Parents and carers support the school exceptionally well. The parental questionnaires were overwhelmingly positive in praise of the school. This is an inclusive school where pupils are given equal opportunities to participate in all activities organised for them. The school's arrangements for tackling discrimination are effective.

The school's arrangements for safeguarding are outstanding. Leaders, managers and governors have embraced all guidance fully and work exceptionally well together to ensure that all policies and procedures are fully implemented. Record keeping is meticulous and all staff have received appropriate training and are totally aware of their role in ensuring that their pupils are kept safe. Arrangements for community cohesion are good. The school has developed good links locally and with Ethiopia, but pupils' awareness of the rich mix of cultures in Great Britain is less well developed. The school has recently built links with a school in Halifax, but the initiative is too recent to have had significant impact on pupils' development in this area.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Parents and carers overwhelmingly support the school and its work. A higher than average percentage of parents and carers returned their questionnaire and most were very positive. A group of parents and carers said that they could not praise the headteacher and staff highly enough, and they felt that the school had turned from being a school to which some parents and carers did not want to send their children, to one where parents and carers would be 'queuing up to get their children here'.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grange Lane Junior 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 99 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	45	49	49	3	3	1	1
The school keeps my child safe	58	59	40	40	1	1	0	0
The school informs me about my child's progress	54	55	42	42	3	3	0	0
My child is making enough progress at this school	41	41	52	53	4	4	1	1
The teaching is good at this school	43	43	52	53	3	3	0	0
The school helps me to support my child's learning	42	42	50	51	6	6	0	0
The school helps my child to have a healthy lifestyle	34	34	59	60	4	4	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)	34	34	59	60	0	0	1	1
The school meets my child's particular needs	46	46	48	48	2	2	1	1
The school deals effectively with unacceptable behaviour	46	46	46	46	6	6	0	0
The school takes account of my suggestions and concerns	41	41	52	53	3	3	0	0
The school is led and managed effectively	51	52	44	44	1	1	0	0
Overall, I am happy with my child's experience at this school	53	54	41	41	4	4	0	0

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



18 May 2011

Dear Pupils

Inspection of Grange Lane Junior School, Scunthorpe, DN16 3AW

Thank you for the welcome you gave the inspectors when we came to visit your school recently. I would like to thank you for the help you gave us. You go to a good school where the headteacher, staff and governors care for you well. You are taught well for most of the time, and this enables you to make good progress in your learning. The school has excellent procedures to ensure that you are kept safe and secure at all times. You told us that you feel safe in school and there is always someone to talk to if you have a problem. You have many opportunities to talk about your school and, through your school council, influence what is happening. Your behaviour is good for most of the time, but some of you sometimes take too long to settle to work, which slows down the amount of progress you make.

Your headteacher leads the school excellently. She is helped in this by the rest of the staff and by the good governing body. We were very impressed by the attendance figures for your school. The school has worked hard to ensure regular attendance and you have obviously done your best to make sure that you attend school regularly.

In order to make the school even better we have asked the headteacher, staff and governors to:

- make sure that you are taught well at all times in order to help you to attain higher standards, particularly in English and mathematics
- make sure that you are aware of the wide range of cultures found in our country.

You can help by continuing to attend school regularly and continuing to work as hard as you can.

Yours sincerely

John Foster
Lead inspector

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