

Grange Lane Infant School

Inspection report

Unique Reference Number	106696
Local Authority	Doncaster
Inspection number	356005
Inspection dates	29–30 March 2011
Reporting inspector	Ronald Cohen

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	The governing body
Chair	Mr M Morpeth
Headteacher	Mrs Vilma Orchard
Date of previous school inspection	1 July 2008
School address	Grange Lane Rossington, Doncaster South Yorkshire DN11 0QY
Telephone number	01302 868378
Fax number	01302 864931
Email address	admin@grangelane.doncaster.sch.uk

Age group	3–7
Inspection dates	29–30 March 2011
Inspection number	356005

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 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, 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 documentation 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'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 16 lessons, involving eight teachers, and held meetings with representatives of the governing body, staff and groups of pupils. Inspectors also looked at a range of documents, including the school's policies, minutes of governing body meetings, the most recent local authority evaluations and an extensive sample of pupils' work. They examined the 45 responses to questionnaires which had been completed by parents and carers, together with those which had been completed by staff and pupils.

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

- The accuracy of the school's assessment of the attainment levels of children when they entered the Early Years Foundation Stage.
- Whether the downward trend in attainment of pupils in the last three years has been reversed.
- Whether attendance is improving sufficiently well.
- Whether the improvements in the quality of the curriculum and teaching have done enough to ensure that all groups of pupils achieve well in relation to their abilities.
- The effectiveness of the work of the senior leaders and managers in tackling underachievement and setting challenging targets for pupils.

Information about the school

This is a below-average-sized infant school in a former mining area near Doncaster. The percentage of pupils from minority ethnic groups is much smaller than that found nationally. The proportion of pupils who speak English as an additional language is very small. The proportion of pupils known to be eligible for free school meals is above average, as is the proportion of pupils who have special educational needs and/or disabilities. The school achieved Healthy School Status in 2008. A new headteacher was appointed in September 2010.

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 in which pupils progress well. A large majority of children start school with skills which are significantly below those expected for their age. They learn well in the Early Years Foundation Stage, and by the end of Year 2 they attain increasingly higher standards which are close to the national average. Their standards in writing, however, lag a little behind those in mathematics. A particular weakness, here, is pupils' lack of an extensive and creative vocabulary.

The school provides a good caring and supportive environment. Pupils feel happy and safe in the school, because of the good relationships and good safeguarding arrangements, and they enjoy school. As one younger pupil said: 'It's great coming to school because you learn things while you play with your friends.' Pupils are well behaved and courteous, and they know how to keep healthy and fit. The school nurtures pupils' all-round development well. Pupils' spiritual, moral, social and cultural development is good, with good assemblies reflecting the school's caring and inclusive ethos.

Teaching has improved and is good. Pupils' learning thrives on the empathy, trust and respect which are seen in all classrooms. Staff give much praise which motivates pupils. The best lessons are characterised by teachers putting the learners and learning at the centre of activities. In some lessons, however, teachers talk for too long at the start of the lesson, and this restricts the time pupils have to work more actively and independently. Marking is often useful in telling pupils how well they have done, but is not used sufficiently to explain to them what they need to do in order to improve their work. Assessment of the pupils' learning during lessons, in order to ascertain that work is appropriately challenging, is used in some lessons, but this is not consistent throughout the school.

The school makes strenuous efforts to secure higher levels of attendance. This is having some effect, because attendance is rising and is very close to average. Despite the school's robust procedures in this matter, however, some parents and carers continue to withdraw children from school during term time. This impacts on pupils' progress since it reduces the time they are able to learn. The school knows that it needs to continue to impress on parents and carers the importance of their children attending school regularly.

Effective leadership has been a decisive factor in pupils' good achievement. The school is well led by the recently appointed headteacher, and her newly strengthened senior leadership team. The headteacher's clear vision for success, shared with staff, means that morale is high and the sense of teamwork is strong. Accurate evaluation has identified the correct priorities for school improvement and these are translated first, into the school development plan, and, second, and with increasing success, into classroom practice and around the school. The plan, together with the actions emanating from it, and the rigorous tracking and monitoring systems which evaluate the success of those actions, have

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

resulted in the school having being able, in a relatively short time, to have dealt with the issues of the previous report. It has halted the downward trend in attainment, and set the school firmly and palpably on a strong road towards excellence. These successes are testimony to the school's good capacity for sustained improvement. The school gives good value for money.

What does the school need to do to improve further?

- Raise standards in writing by:
 - - improving pupils' speaking and listening skills even more in order to improve their vocabulary for writing.
- Ensure that the quality of teaching and learning is consistently good in all lessons by:
 - - planning and implementing strategies which give pupils opportunities to become fully involved in active independent learning
 - - making sure the marking of pupils' work makes it crystal clear how they can improve
 - - capitalising on opportunities in all lessons to assess pupils as they learn and adapt teaching to meet all pupils' needs
 - - ensuring that sufficient time is left at the end of lessons to fully check pupils' learning.
- Improve attendance further by:
 - - working closely with parents and carers to investigate methods to improve attendance
 - - ensuring any lack of attendance is compensated for by additional opportunities for learning.

Outcomes for individuals and groups of pupils

2

Pupils have very good attitudes to their work, which has a positive impact on their achievement. Their improving attendance ensures that they make good progress as they move through the school. As a result, standards, which were declining over the three years to 2010, are currently close to average in Year 2 in mathematics. In English, pupils perform a little less well, especially in writing, though evidence in their books indicates pupils' rising standards. This represents good progress from their attainment at entry to the school. Pupils with special educational needs and/or disabilities also make good progress, largely because of the good support they receive. This good progress is because of the focus on improving writing, especially for boys, which is proving successful in helping to raise standards. Senior leaders are skilled at analysing data to check on how well pupils are performing so that they can be given extra support if they begin to fall behind.

Pupils make a good contribution to their school community in several ways such as by being representatives on the school council, but also in more practical ways as milk and register monitors and dinner-time helpers. They take on these responsibilities with maturity and enthusiasm. Their contribution to the community beyond school, however, is

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

less well developed. Pupils say how much they enjoy school. This is not surprising since a strength of the school is the caring and supportive ethos for all pupils. The manifestation of the school's inclusive ethos, underpins the very good relationships between pupils and adults which make the pupils act with kindness to others, and to have a clear respect for cultures other than their own. For example, their fascination with 'things Chinese' studied during the period leading to Chinese New Year, led to their creating some magnificent, if frightening, Chinese dragons.

Pupils have a good understanding of how to lead a healthy lifestyle. They say they are safe and secure in the school and they are aware of when and where dangers might occur. Pupils' horizons are widened through the strong personal, social and health education programme. This leads to pupils securely gaining the personal skills they will need as they get older, but their academic skills, particularly in the core subject area of writing, are not quite as well developed. Moreover, attendance has only recently reached average proportions. The school has not yet ensured that absences are compensated for by additional opportunities for learning. As a result, pupils are satisfactorily, rather than well prepared for the next stage of their education.

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
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	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teaching is good. In all classes good relationships exist which underpin all learning.

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

In the majority of lessons, teachers help raise pupils' self-esteem and support their learning well. Good subject knowledge engages pupils' interest; learning objectives are clear and resources are used well to promote understanding. As a result, there is a 'buzz' of excitement in the classroom. Teaching assistants add much to the quality of teaching and help to accelerate pupils' learning. On some occasions, however, the pace of teaching slows and at these times pupils' rate of learning also slows. Conclusions to lessons are sometimes too short or hardly feature at all. Thus, opportunities are missed to review learning and lead pupils towards the next steps. In a small number of lessons, higher ability pupils are not challenged sufficiently with extension work so that they operate at their maximum potential to produce high level work.

Assessment is sometimes not used to good effect. In the most effective lessons, the use of directed questioning successfully develops pupils' thinking. Where marking is good, pupils are referred to their targets and respond positively to their teachers' helpful marking to review and improve their work. However, these practices are not consistently applied across the school. Some pupils, therefore, are not always sure of how to improve their work, and this slows their progress.

The curriculum is planned around a literacy theme and this works well not only in literacy, but in several aspects of the curriculum. It is equally helpful in introducing a sensible basis to cross-curricular links. It also improves pupils' work in art, design and technology and music. Increasing opportunities are given to pupils to engage in oral work, both in formal and informal settings, and there are clear signs that these are developing pupils' speaking and listening and subsequent literacy skills. These are, however, in the early stages of development. The curriculum is further enriched and broadened through a good range of extra-curricular activities, and visits, though the number of these latter is severely limited by the costs involved. A varied range of after-school clubs and activities are well supported by pupils of all ages.

Staff know pupils very well and give much time to their care and support. Pupils thrive as a result of this positive climate. The school creates strong partnerships with outside agencies which help to ensure that the not insignificant number of pupils whose circumstances make them vulnerable have the support they need to make good progress both academically and personally. Parents and carers comment very favourably on how the staff make them and their children feel welcome. There are very good procedures which aid children when they start school and also as they move on to other schools. Rigorous procedures are improving attendance, although not all parents and carers are responsive to the school's requests.

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

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

How effective are leadership and management?

Under the clear direction of the headteacher, who is very ably supported by the deputy headteacher, the school has focused successfully on improving the quality of teaching and learning. As a result, progress is accelerating and attainment rising. High expectations are based on a thorough understanding of the school's strengths and weaknesses and these are conveyed effectively to governors, middle leaders and staff. Consequently, all feel involved and share the school's ambition to improve. The school has come a long way, in a very short period of time, on its 'journey towards excellence'. The downward trends in attainment have been halted and there is marked evidence of a rise in standards. However, there is no sense of complacency. Leaders know that while teaching and learning have improved work still remains to be done in order to ensure that the quality of teaching and learning is consistently good or better in all lessons.

The supportive governing body provides satisfactory support and are increasingly challenging as they are more knowledgeable about what is happening in school. There is, however, scope for even deeper involvement. The effectiveness with which the school promotes equality of opportunity and tackles discrimination is good. There are good links with outside agencies which have been effective in supporting pupils who are vulnerable due to their circumstances and those of their families. The school's action to raise pupils' attainment reflects a determination to ensure more-able pupils always make enough progress.

Arrangements for safeguarding are in good order and well documented. The school has a plan to promote community cohesion. This is underpinned by the clear sense of community which now exists within the school. However, the plan's implementation in the wider community is at a very early stage. There are good and strengthening links with parents and carers. One parent's comments summarised the views of the vast majority, when she wrote, 'My daughter moved to the school from another school. It is only through the care and attention which she has received at this school, that she enjoys her education'.

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

These are the grades for 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	3
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	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children start the Early Years Foundation Stage with skills significantly below age-related expectations, particularly in relation to language and literacy skills. All pupils make good progress, and sometimes outstanding progress, because of the very good relationships, and the well-planned, purposeful, safe and secure learning environment. Children thrive in an atmosphere which is supportive of their health, welfare and dignity, as well as of their learning.

Children develop good skills in personal safety such as using scissors safely. Both outdoor and indoor resources are used effectively to enhance learning. Children experience a wide range of imaginative activities which support their learning and physical development. The outdoor provision has been significantly upgraded and is a good and well-used resource for children's development. The themed approach to planning is used well and children used, for example, a wide range of resources to explore ideas connected to the theme of dinosaurs or volcanoes.

The leadership and management of the Early Years Foundation Stage are good. The Nursery and the Reception areas are on different sites within the school campus. The senior leadership team, aware of the importance of a good start in the children's education, ensure that the progress of children is analysed and tracked effectively both within and between Nursery and Reception classes. There is good teamwork between the Nursery and Reception staff. Parents and carers are rightly very positive about the provision and arrangements to ensure that their children settle well when they start Nursery.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 of the Early Years Foundation Stage	2

Views of parents and carers

The percentage of parents and carers who responded to the questionnaire is average. Overall, responses are very positive about the school and the inspection endorses these views. Only a small number of parents opted to write additional comments, and of these, the majority were happy with the school. A very small minority had concerns regarding the school's seeming lack of response to bullying. Inspectors saw no evidence of bullying, or of overly-boisterous play. In discussion with pupils, they all agreed that they were very safe in school, and on the very rare occasions, when potential actions by some pupils might cause concern for others, they all affirmed that 'teachers deal with it right away.'

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 68 completed questionnaires by the end of the on-site inspection. In total, there are 176 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	74	16	24	1	1	0	0
The school keeps my child safe	51	75	16	24	0	0	1	1
My school informs me about my child's progress	41	60	23	34	2	3	2	3
My child is making enough progress at this school	43	63	21	31	1	1	1	1
The teaching is good at this school	46	68	21	31	0	0	1	1
The school helps me to support my child's learning	44	65	21	31	2	3	0	0
The school helps my child to have a healthy lifestyle	44	65	22	32	1	1	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)	38	56	29	43	1	1	0	0
The school meets my child's particular needs	39	57	26	38	1	1	2	3
The school deals effectively with unacceptable behaviour	33	49	31	46	1	1	2	3
The school takes account of my suggestions and concerns	36	53	30	44	1	1	0	0
The school is led and managed effectively	35	51	29	43	4	6	0	0
Overall, I am happy with my child's experience at this school	48	71	17	25	1	1	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 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 2009/10 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:	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. ■ 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.



31 March 2011

Dear Pupils

Inspection of Grange Lane Infant School, Doncaster, DN11 0QY

Thank you very much for making us so welcome when we inspected your school recently. We were very impressed with your very good manners, how polite you are with each other and with your teachers and with your good behaviour. Many of you told us how much you enjoy being in school and we found that you have a good understanding of how to stay healthy by taking regular exercise and enthusiastically eating all the healthy food at lunchtime.

We found that Grange Lane Infant School provides you with a good education. All the adults look after you well and make sure that you are safe within your harmonious school community. Your headteacher, the staff and governors have made lots of improvements recently.

To make Grange Lane an even better school, we have identified some other things which need to happen. We have asked the school to ensure that:

- your teachers make sure you all get lots of opportunities to speak and to listen and to learn to use new words so you can put them in your writing
- your teachers tell you clearly what to do to improve your work, whether in lessons or in marking your homework
- your parents and the school get together to find out the best way to help some of you to come more regularly to school, and to work out ways to make sure your progress does not suffer if you have to be off school.

The best way to improve is for all of you to come to school as regularly as you can and always do your best in class. This way, you will learn more, and enjoy all the great things that Grange Lane has to offer you.

Best wishes

Yours sincerely

Ronald Cohen
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.