

The Grange Community Infant School

URN: 125037 | Inspected: 09 December 2025

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement Needs attention

In some areas of the curriculum, pupils struggle to remember what they have learned. A number of pupils have gaps in their knowledge in relation to handwriting, grammar and spelling. This means that they do not secure the knowledge and skills needed for the next stage of their education. These areas have formed part of leaders' focus this year. However, it is too early to see the impact of the actions leaders have taken. Pupils' achievement in the phonics screening check has improved year-on-year. Pupils achieve in line with published national outcomes. A love of reading is evident across the school. Many pupils become confident readers by the end of Year 2. Pupils have a genuine enthusiasm for learning and are keen to talk about the activities they have completed.

Curriculum and teaching Needs attention

The teaching of writing across the school is variable. Expectations and the focus upon handwriting, punctuation and spelling are inconsistent across classes. Leaders have identified this as an area for development, but improvements are at an early stage. Across the curriculum, teachers generally have a secure knowledge of the subjects they teach. However, in some subjects the activities that teachers design do not enable pupils to learn as well as they could. At times, some staff do not check pupils' understanding of key concepts or intervene quickly enough to close gaps in pupils' learning. The curriculum is well-designed and adapted to meet the needs of pupils. Staff tailor learning so pupils with special educational needs and/or disabilities learn alongside their peers. There is a consistent approach to the teaching of reading in key stage 1. Here, staff have benefited from the support that has been provided to them on the teaching of phonics. Typically, pupils read books that are well matched to the sounds that they have learned. The approach to teaching phonics in the early years is more variable and children do not experience the same levels of consistency.

Early years Needs attention

There are a number of staff who are new to the school and the early years. Leaders have not ensured that there is a consistent understanding of the school's approach to teaching in the early years. As a result, some activities that children complete do not help them to learn the intended knowledge. Opportunities are missed to develop children's understanding of key concepts and important vocabulary. The teaching of phonics in the early years is variable. Leaders have not ensured that staff deliver this learning in line with what is expected. This means that children do not learn this important knowledge as well as they should and limits how well prepared they are for the next stage of learning. There is a sharp focus on children's personal, social and emotional development in the

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early years. Children are taught the expectations for behaviour and routines of school life. This helps to create a happy, safe and welcoming environment. Children are keen to engage in learning and play. Through the robust transition process, leaders ensure that they have a clear understanding of children's individual needs before they start. As a result, children with special educational needs and/or disabilities are well supported by staff as soon as they enter school.

Inclusion

Expected standard

Procedures for identifying pupils with special educational needs and/or disabilities (SEND) have been strengthened since the last inspection. There are clear processes in place that allow staff, parents and carers to discuss emerging needs with leaders. This contributes towards a positive culture where pupils' needs are quickly identified and supported. Leaders work closely with other providers to ensure that they have the relevant information for children with SEND before they start in the early years. Leaders carefully consider the barriers to learning that pupils with SEND face. Tailored individual support helps to ensure that these pupils access the same learning as their peers. Staff are well trained to understand the specific needs of pupils. There is a firm focus on providing pupils with high-quality support. This helps to ensure that any additional interventions result in positive progress from pupils' starting points. Leaders monitor this effectively and respond well to any changing needs. This is further supported by their work with external specialists where needed. Use of the pupil premium funding is well considered by leaders. Typically, it helps disadvantaged pupils to receive the support that they need. Leaders have rightly identified and started to ensure that more disadvantaged pupils participate in extra-curricular opportunities in school.

Leadership and governance Needs attention

Governors' oversight of leaders' actions to improve the school is not as robust as it could be. Governors do not always have the understanding needed to support and challenge the school regarding school sufficiently. Those responsible for governance are mainly new to their role this academic year. They have taken action to assure themselves that there is a robust safeguarding culture in school and to understand the school's ethos. Leaders have a clear desire to make a positive difference for pupils and to support all pupils to achieve well. This is reflected in the school's inclusive approach. Since the previous inspection, leaders have taken appropriate action to address the

areas for improvement

. Their work in relation to inclusion, attendance and behaviour is beginning to demonstrate positive impact. They are aware that more needs to be done and plans are already in place to support this. There has also been a renewed focus on involving parents in school life.

There is a well-structured staff development programme which is matched to the school's improvement priorities. Staff typically appreciate the support and training they receive. This training is rooted in up-to-date

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research and evidence informed. Although there have been changes in relation to inclusion and behaviour procedures, staff generally feel that their workload is considered when new systems are introduced.

What it's like to be a pupil at this school

This is a happy school where everyone is welcome. The inclusive culture means that pupils truly live out the school's mantra of 'I play, I learn, I belong'. Pupils are nurtured and cared for. This helps them to feel safe. They know what to do if something is worrying them and are positive that there is always an individual in school who will help them. Pupils are kind and considerate. On the playground, they play together and make sure everyone is included in their games. Pupils live out the school values. They are enthusiastic about the characters of the resilient rhino, teamwork tiger, respectful rabbit, excellent elephant and community cat, which represent these attributes and this helps pupils to demonstrate them. Behaviour throughout the school is calm and productive. This helps to create an environment where pupils can learn. When pupils need extra help to manage their own behaviour, staff swiftly provide this. The relationships that adults build with pupils are warm and supportive. This begins from the early years where children form meaningful bonds with key adults. It is here that children learn the school's high expectations for behaviour. Although the majority of pupils attend school regularly, over several years, some disadvantaged pupils have been absent from school too often. Pupils are proud to be noticed for doing the right thing. The celebration assembly is a highlight for them and they are keen to share the success of their friends. Pupils are keen learners and are eager to participate in class. However, leaders have not ensured that children in the early years and pupils in key stage 1 learn as well as they should. A number of pupils have gaps in their learning that have not been addressed. This includes important knowledge and skills linked to spelling and writing.

Next steps

- Governors should ensure that they have a secure oversight of the school's strategic direction in order to provide appropriate support and challenge.
- Leaders should ensure that pupils acquire the foundational knowledge they need in grammar, spelling and writing in readiness for key stage 2.
- Leaders should ensure that highly effective teaching, including using assessment information and formative assessment securely to address gaps in pupils' knowledge, is embedded across the school so that all groups of pupils make sufficient progress across the curriculum.
- Leaders should improve the attendance of disadvantaged pupils who persistently miss out on periods of their education.
- Leaders should ensure that disadvantaged pupils participate and fully benefit from the extra-curricular activities that the school makes available.

Personal development and wellbeing

Expected standard

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Personal development and wellbeing are a strength of the school. Leaders recognise the importance of promoting pupils' wellbeing and ensuring that they have a robust understanding of themselves and the world around them. This begins in the early years. The school's personal, social and health education curriculum is designed to build pupils' knowledge and understanding as they progress through the school. Pupils generally enjoy their learning in these lessons and understand why this is important. Topics are revisited in lessons and assemblies. Staff also provide regular reminders and visiting speakers promote key messages. This helps pupils to remember the important content of these sessions. The school's values characters help even the youngest children to identify important character traits. They are eager to explain how they have shown these values and link these to the school's behaviour approach. Pupils are proud to be representatives for their school. They relish the opportunity to be a school councillor or eco-councillor. Leaders give this work a high priority. They involve pupils in decision-making and help them to understand the importance of their opinions. Relationships education is taught in an age-appropriate manner. Pupils are very clear on the importance of celebrating diversity and including everyone. This supports the school's inclusive ethos and is evident throughout the school day. There is a strong sense of tolerance and respect which runs through the school. Staff model these attributes through the caring relationships they develop with pupils.

Pupils benefit from a range of clubs and extra-curricular activities, including trips and visits. During the inspection, every class happily participated in year group performances. From the youngest children, talents and interests are nurtured and considered. Leaders have started to identify potential barriers that disadvantaged pupils may face when attending clubs and have tailored their approach to support greater pupil engagement. Needs attention

Attendance and behaviour Needs attention

Over a number of years, the attendance of disadvantaged pupils has been too low and improvements have been limited. Since the previous inspection, leaders have reviewed their approach to promoting attendance. They have rightly identified this as an area for improvement and have recently put in place further measures that have resulted in more pupils attending school regularly. However, the impact of these measures is at an early stage. Pupils understand the school's high expectations for behaviour and why positive behaviour matters. They are keen to meet these expectations and enjoy having their efforts recognised. Pupils with special educational needs and/or disabilities are well supported to understand the school's approach to behaviour. The school has reviewed its behaviour approach this year and this is having a positive impact. It has reduced the number of behavioural incidents and suspensions. Staff are positive role models. From the early years they help children to understand the rules and routines of school life. Due to the shared understanding of the behaviour systems, there is a caring and calm atmosphere throughout the school.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/the-grange-community-infant-school-addlestone>