

# Grange Primary School

Suffolk Road, London, E13 0HE

## Inspection dates

29–30 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress during their time at school. They start school needing a lot of help to catch up and reach broadly average standards by the time they leave at the end of Year 6.
- Children make a strong start to their learning in the Early Years Foundation Stage. They respond well to the exciting activities teachers give them.
- Good teaching grabs pupils' attention and makes learning enjoyable. All teachers and teaching assistants contribute well to the positive climate for learning. As a result, all pupils work hard, gain in confidence and most do well.
- Pupils' behaviour is good. Pupils receive good care and support and, as a result, are considerate of each other and work together well. Attendance is average and has improved.
- Quietly persistent leadership from the headteacher and deputy headteacher has brought about good improvements to teaching and pupils' achievement since the last inspection. The staff team and governors support the school's push for improvement wholeheartedly. This shows the school can continue to improve in the future.

### It is not yet an outstanding school because

- Teachers do not always make the best use of marking, questioning and feedback to help pupils improve their work.
- The quality of teaching is not yet consistently high enough to ensure that all pupils make outstanding progress.
- Occasionally, all pupils are given the same work and, as a result, the most able are not stretched enough to make the best progress they can.

## Information about this inspection

- Inspectors observed 19 lessons. Three were joint observations with the headteacher. Inspectors also made a number of short visits to lessons, observed guided reading, listened to pupils read and attended assemblies.
- Inspectors met with two groups of pupils, the headteacher, the deputy headteacher, senior and subject leaders, a representative of the local authority, the Chair of the Governing Body and other members.
- Inspectors took account of three responses to the on-line questionnaire (Parent View) in planning the inspection.
- They observed the school's work, scrutinised a number of documents including the school improvement plan, data on pupils, current progress, the school's self-evaluation, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

## Inspection team

Brian Oppenheim, Lead inspector

Additional Inspector

Raminder Arora

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- The proportion of pupils known to be eligible for pupil premium is high. The pupil premium is additional government funding allocated to the school for pupils known to be eligible for free school meals, looked after by the local authority or the children of forces families.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- A higher than average proportion of pupils does not speak English as their first language.
- Pupils are from a range of ethnic groups including those of Bangladeshi, White British, African and Caribbean heritages.
- In 2012, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- None of the pupils are taught in alternative provision (other schools or units).

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

- Raise achievement from good to outstanding by ensuring that:
  - all pupils, particularly the most able, are challenged consistently to achieve their potential by matching work closely to their level of ability
  - questions are used to check that pupils are making sufficient progress and to extend their learning by ensuring that more are open ended
  - teachers' marking is of a high standard across the school and consistently provides clear guidance on how pupils can improve their work in all subjects.

## Inspection judgements

### The achievement of pupils is good

- Children start the Early Years Foundation Stage with lower knowledge and skills than expected for their age. They make good progress in all areas of learning and respond enthusiastically to the range of activities provided. They concentrate well and enjoy school.
- Pupils achieve well and their progress is more consistent than at the last inspection. Pupils' progress accelerates as the pupils move up through the school because the school has worked successfully to improve teaching. Teachers check pupils' progress carefully, identify gaps in their learning and target support where it is most needed.
- Pupils supported by pupil premium funding make good progress. The gap between their achievement and that of other pupils as shown by their respective average point scores is reducing. The funding has enabled the school to provide individual and small group teaching in literacy and numeracy, and a range of extension activities before and after school. These have been successful in improving pupils' reading and writing skills and their confidence, especially those of boys and of African heritage.
- Pupils have very positive attitudes to learning which contribute well to their progress. They listen carefully, work with others sensibly and are very keen to do well. Occasionally, pupils are not stretched enough and this means that pupils do not make as much progress as they could, particularly those most able.
- The achievements of disabled pupils and those who have special educational needs are at least in line with expectations and many do well. Staff understand their learning needs and the focus on teaching key literacy and numeracy skills ensures that pupils achieve well across a range of subjects.
- Pupils who do not speak English as a first language make comparable progress to their peers in school.
- Pupils' reading skills are developing well because of the strong emphasis on teaching sounds and letters. As a result, younger pupils tackle new and unfamiliar words confidently. Attainment in reading is average by the end of Key Stage 1 and in Year 6 it exceeds expectations.
- Pupils are becoming increasingly good at writing. They write in a variety of styles, use their imagination well and show empathy. For example, one pupil wrote an outstanding story describing emotions powerfully.
- In mathematics, pupils make generally good progress to attain standards in line with expectations. For example, in Year 6, pupils can apply their understanding of shapes and angles to solve problems.

### The quality of teaching is good

- Relationships are very good. Teachers and teaching assistants know pupils well and manage lessons well so that behaviour is good. Consequently, lessons run without interruptions, and pupils have positive attitudes to learning and are keen to do well.
- In the Early Years Foundation Stage, adults work well together to meet children's individual needs. Practical and interesting activities move children's learning and development forward successfully. Consequently, children are excited about their work and learn well.
- Lessons are often well planned so that pupils know what is expected of them and what they need to do to achieve well. In many lessons pupils are given the steps they need to take to complete their work successfully and, as a result, make good progress. Occasionally, all pupils are given the same work. This means that some pupils are not stretched enough and make less good progress.
- Reading skills are taught well because of the school's drive to improve pupils' skills. Teachers and teaching assistants have become skilled in teaching sounds and letters through the

introduction of new approaches and resources, especially lower down the school. This ensures that pupils have a good grasp of sounds and letters and that the work is matched to their ability. This work is now being extended to older pupils but it is too early to judge its success.

- Teachers use accurate and secure methods to measure pupils' attainment and progress, including termly progress check meetings. They use this information effectively to identify pupils who are falling behind or those who need extra help and to provide additional support. Extra lessons after school help pupils make improved progress, for example the Year 6 mathematics club. This shows the school's commitment to equality of opportunity.
- In many lessons teachers capture pupils' interest and imagination by getting the pupils to talk with others to answer specific questions or explore ideas. For example, in one outstanding lesson the teacher used pupils' ideas to help develop their stories. As a result, the pupils were very well motivated.
- In many lessons questions are used very effectively to check pupils' understanding and draw out ideas. This challenges pupils effectively. However, in a few classes pupils are not stretched enough because the teacher talks too much or questions require a simple answer.
- Marking and the feedback given to pupils are generally good and there is some excellent practice in literacy. However, sometimes teachers' comments give insufficiently clear guidance to pupils about how they can improve their work.

### **The behaviour and safety of pupils** are good

- Pupils enjoy school a great deal and are very keen to learn and do well. Pupils say that it makes them happy when they learn and that 'learning is fun'. As a result, attendance has risen this year and last term it was above average.
- Behaviour in lessons and around the school is typically good. Pupils are very polite and courteous. They show great respect for others, for example in the weekly sharing assemblies where the achievements of individual pupils are celebrated. Pupils are considerate and thoughtful, often helping others, such as older pupils looking after the younger ones in the playground. Parents agree that behaviour is good.
- Bullying and disruptive behaviour are rare. Pupils generally have a good understanding of the different types of bullying and say that on the very few occasions it does happen the school deals with it with effectively. They know how to keep themselves safe and say they feel safe in school. The curriculum is planned well to promote pupils' understanding of these issues.
- Behaviour and safety are not yet outstanding because there have been a few fixed term exclusions in the past few months, all related to the same issue. However, the pupils concerned have responded well to the school's consistent approach and their behaviour is now good.

### **The leadership and management** are good

- The headteacher's determined leadership has moved the school forward successfully. With the effective support of the deputy headteacher, she has built a strong team committed to school improvement. The school's understanding of its strengths and areas for improvement is good.
- The better quality teaching and improved pupils' achievements show the success of the headteacher's approach. The school has a comprehensive set of robust systems to check teaching quality. Data are used well to pinpoint areas for improvement. Senior leaders are skilled in observing lessons and setting targets. Consequently, the school knows where teaching and learning require further improvement and support for individual teachers is effective. This has had a marked effect on the quality of teaching with more lessons being good or outstanding than at the previous inspection.
- The good link between staff performance and the training of teachers and other adults has had a strong impact on teachers' subject knowledge, particularly the use of sounds and letters

(phonics). There is also a good link between teachers' performance and their salary progression.

- The wide range of well attended extra-curricular activities and visits extends and enhances learning for many pupils. For example, the choir sings at the Royal Festival Hall and a group of gifted and talented pupils take part in the Enabling Enterprise project which focuses on developing business skills. Trips to the British Museum and the Museum of London develop pupils' cultural awareness and the Divali workshop for Years 1 and 2, and the Cultural Awareness Week show the school's commitment to promoting diversity and tackling any discrimination.
  - The local authority's good support for the school has been significant in enabling improvements to be made to teaching and learning. Partnerships with local primary and secondary schools to share good practice and extend teachers' expertise have also helped to improve provision.
  - **The governance of the school:**
    - The governing body is well informed about the school's performance, including the quality of teaching. Governors use data to understand the school's strengths and weaknesses and work closely with the school to develop ways to improve provision. They know how the management of performance is used to reward good teaching through regular reports from the headteacher. Governors receive regular training and hold the school to account for the way the funding for pupils eligible for the pupil premium is used to raise achievement. The safeguarding of pupils is given proper attention so that requirements are met and staff and pupils are safe.
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## 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

<b>Unique reference number</b>	102735
<b>Local authority</b>	London Borough of Newham
<b>Inspection number</b>	404838

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	250
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Daniela Jung
<b>Headteacher</b>	Susan Carter
<b>Date of previous school inspection</b>	14–15 June 2011
<b>Telephone number</b>	0207 476 5146
<b>Email address</b>	sue.carter@grange.newham.sch.uk



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