

Grange Primary School

Inspection report

Unique Reference Number	100791
Local Authority	Southwark
Inspection number	354892
Inspection dates	8–9 December 2010
Reporting inspector	Rob Crompton

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	290
Appropriate authority	The governing body
Chair	Jolyon Tibbitts
Headteacher	Maddy Webb
Date of previous school inspection	20 November 2007
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Introduction

This inspection was carried out by three additional inspectors. Observations included 18 lessons taught by 14 members of staff. Meetings were held with pupils, members of the governing body and staff. The inspectors looked at the governing body's minutes, the school's curriculum plans and assessment documents, and other school documentation. The questionnaires returned by 80 parents and carers, 120 pupils and 26 staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The accuracy of the school's view that the pupils are building well enough on their prior attainment.
- The extent to which recent differences in the attainment of boys and girls indicates a trend.
- The school's capacity to ensure that the recent improvements in attainment at Key Stage 2 are sustained.

Information about the school

Grange Primary is an average-sized school serving an urban community close to Tower Bridge. Around half of the pupils are of Black British, African or Caribbean heritage. One sixth are of White British heritage, with the remainder being from a wide range of minority ethnic heritages. About half of the pupils speak English as an additional language, a few of whom are at an early stage of learning English. A small minority of pupils are from families who have sought refuge in the United Kingdom. Pupil turnover is quite high. The proportion of pupils who have special educational needs and/or disabilities is broadly average. Provision for the Early Years Foundation Stage comprises two Nursery and two Reception classes. The school has Healthy Schools status. A privately managed after-school club uses the school premises. This was inspected at the same time as the school and a separate report will be published.

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?

3

The school's capacity for sustained improvement

2

Main findings

The school provides a satisfactory education for the pupils. Since the last inspection, the quality of teaching has improved and the pupils are now making good progress in lessons. The pupils are gaining ground due to wide-ranging support which meets their individual needs well. They behave well and are keen to learn. The pupils' learning has been inconsistent previously, but this is being remedied and their overall achievement is now good. Attainment by the end of Year 6 is improving and rose significantly from below average in 2008 to average in 2010. The school's data about the pupils' progress show that this improving trend is continuing. The pupils' reading skills are improving, but they lack confidence in using their developing vocabulary in their written work. Similarly, although the pupils acquire basic number skills, often they struggle to apply these when solving mathematical problems. The differences in the attainment of boys and girls last year were unusual and did not signify a trend.

The vast majority of parents and carers are pleased with all that the school provides. One commented, 'I am very happy with my child's improvement in the mental, physical, emotional and social aspects of life and behaviour.' The pupils feel safe in the warm, caring and supportive environment. The staff encourage them successfully to be tolerant and considerate and to respect and celebrate diversity. The pupils understand how to keep fit and well. They eat healthily and take full advantage of a wide range of extra-curricular physical activities. Many of the older pupils support the younger ones during break and lunchtimes. The curriculum provides enriching experiences and is reviewed regularly to make sure that work is adapted effectively to meet the pupils' needs. Through working and playing alongside children from a wide range of backgrounds, the pupils gain first-hand insights into cultural diversity within their immediate neighbourhood. Events such as 'International Day' and 'Black History Month' develop their wider understanding, but planning for this aspect of cultural development and the promotion of community cohesion is inconsistent.

Improvement on several fronts is the result of a concerted effort by the staff to ensure all pupils do as well as they can. Effective self-evaluation is underpinned by the meticulous tracking of the pupils' progress. Under the excellent leadership of the headteacher, the senior staff keep a sharp eye on the progress of every pupil. They are quick to spot signs of underachievement and are adept at ensuring that pupils who fall behind are given effective support. The quality of teaching is monitored closely to help ensure that the pupils enjoy lessons and build well on their starting points.

The leaders, managers, members of the governing body and all who work in the school are ambitious for its success. Changes have been rapid, prompted by the concerted and effective efforts of the senior leaders, staff and members of the governing body. Their

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shared ambition and drive has led to the pupils' rising attainment and improved provision; as a result, the school has a good capacity to secure further improvements.

What does the school need to do to improve further?

- Raise pupils' attainment in writing by encouraging them to use words and phrases that they come across in their reading in their written work.
- Raise pupils' attainment in mathematics by building their confidence in using their basic number skills when tackling mathematical problems.
- Extend opportunities for the pupils to gain a wider understanding of differing communities by:
 - ensuring a stronger emphasis on national and global awareness in the school's promotion of community cohesion
 - drawing together the school's current range of events into a cohesive curriculum plan for all year groups
 - extending the pupils' use of modern technology to develop links with children in different locations both within the United Kingdom and internationally.

Outcomes for individuals and groups of pupils

3

The pupils' achievement is good. Although the pupils are now making good progress in lessons, this has not always been the case in recent years. The staff are working hard to address gaps in the pupils' learning and the pupils' attainment is increasing in all year groups. This was confirmed during the inspection in the lessons observed and in the pupils' books. Pupils with special educational needs and/or disabilities work hard and they make good progress in improving their basic skills. Pupils with English as an additional language make the same good progress as others in lessons. The pupils are keen to do well, particularly when activities are practical and engaging. This was evident as the pupils made good progress in understanding fractions using practical apparatus, explored capacity with water and various containers, and developed their design skills when constructing purses. Pupils in Year 2 showed increasing confidence in reading as they worked in groups to gather evidence about characters and imagined how they were feeling. They lacked confidence, however, in using the vocabulary they encountered in books within their writing. Older pupils are more adept at doing this. For example, the writing of Year 6 pupils included good examples of imagery. After looking at snow falling, one pupil wrote:

A drifting scene from above, Diamond encrusted patterns, Handmade, packed with love.

Across the school, the pupils are progressing well in learning basic number facts, but many find it difficult to apply these when tackling mathematical problems. The pupils' behaviour around the school is consistently good and is often exemplary in lessons. This is a marked improvement since the last inspection and contributes much to the pupils' learning. The pupils talk readily about a healthy diet and take advantage of the nutritious food prepared by the school chef. They make a good contribution to the school and local community with such as activities as 'strictly singing', when pupils perform for senior citizens who, in turn, share their memories. Opportunities for the pupils to contribute to the wider national and global communities are less well developed. The pupils have a

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good understanding of moral values and respect one another's views. Their cultural development is supported well by a number of curriculum projects, but they have a limited understanding of what life is like in other parts of the United Kingdom or further afield. The vast majority of pupils are keen to attend school, but overall attendance figures are skewed by a few persistent absentees, despite the school's best efforts.

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	3
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?

Learning is often fun and the pupils take part willingly in activities because the work is challenging and presented in interesting ways. In Year 5, for example, the teacher and assistants acted out a scenario which helped the pupils to write play scripts in the correct format, separating the dialogue and the stage directions. In the best lessons, the pupils are especially enthusiastic when they discuss their work with each other and have opportunities to share their ideas. In these lessons, the teachers ask searching questions that encourage the pupils to explain and write carefully and accurately. The teachers provide useful aide memoirs for learning frequently, for example 'RACECAR', an acronym for Read, Ask yourself, Choose, Explore, Check, Answer, Report. The teachers provide good feedback on how the pupils are doing, both during lessons and in their marking, and involve the pupils in reviewing their own work. As a result, the pupils gain a clear idea of what they need to do to improve. Work for pupils with special educational needs and/or disabilities is well planned and presented in a sensitive, engaging way by both the

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teachers and teaching assistants. The skilled teaching assistants provide good support when the pupils are working independently, but do not always play as full a part as they might during lesson introductions and reviews.

There is a good focus on basic skills and the more creative aspects of the curriculum. The pupils have good opportunities to practise, consolidate and extend their numeracy and literacy skills in different contexts, but the use of information and communication technology (ICT) within other subjects and to make links with other schools is not so well established. The pupils enjoy the wide range of out-of-school activities. Personal, social and health education plays an important part in enabling the pupils to become sensitive to other people's needs and to understand their own emotions. The school's Healthy Schools award reflects its commitment to promoting the pupils' awareness of healthy lifestyles.

The staff provide sensitive support for the pupils, whether they have complex needs, are at an early stage of learning English, are gifted or talented, or need focused support to maximise their potential. Good links with families, schools, external agencies and support services help to ensure effective care and guidance for the pupils. A well-organised breakfast club provides a warm welcome for those attending. Thoughtful support for pupils with behavioural difficulties enables them to enter into the full life of the school. Many pupils join the school during each year and there are good strategies for inducting, supporting and assessing them. All pupils have members of staff in which they have confidence and the staff give each pupil excellent personal support.

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 senior leaders communicate ambition extremely well and work cohesively to sustain a shared sense of purpose. They have an accurate view of the school's performance and what is needed to improve it. Development planning is good and all members of staff are working to the same priorities to improve learning and progress. Equality of opportunity is good. Improved tracking ensures that any barriers to learning are identified quickly and dealt with effectively, resulting in all pupils having an equal chance.

Good use is made of partnerships with outside agencies and other schools to support the pupils in their personal development and learning. There is a clear commitment to engage all parents and carers. The family support worker is active in supporting parents and carers who need help in ensuring that their children make sufficient progress. Regular newsletters and communications keep parents and carers well informed and any problems are resolved speedily.

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The school promotes community cohesion well at a local level. Its influence stretches into the local community through the pupils' music and sport and through events for parents and carers, but there are few links with schools in contrasting areas at home or abroad. The governing body is supportive and asks the right questions to ensure that the pupils are getting the best possible deal. Its information tends to come from the senior leaders, but plans are in hand for the governing body to extend its visits to the school to gather evidence first hand.

Safeguarding is effective and evident in daily routines. The staff are checked for suitability to work with this age group and child protection procedures are well established. Safety audits are undertaken regularly and any concerns resolved quickly.

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	3

Early Years Foundation Stage

The children get off to a good start in the Early Years Foundation Stage. They enter the Nursery with skills and knowledge levels that are below those typical for their age. They make good progress, so that, when they leave the Reception Year, their skills are close to those expected nationally. This is because the provision and teaching are good. Where the children's skills are weaker, appropriate action is being taken to develop them, for example in providing activities which focus on linking letters and sounds and on calculating.

There is a lively atmosphere and the children are happy and involved in their learning. The children participate well in teacher-led activities and show good perseverance and concentration when choosing their own activities. The adults are particularly skilful in using questions to develop the children's language skills by encouraging them to reason and think for themselves. The children work cooperatively and help and support each other well, both in and out of the classroom.

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The indoor and outdoor areas are well resourced, reflect the cultural diversity of the children, and provide good opportunities for the children to extend their learning and progress. The staff work together well and they are knowledgeable about how young children learn. The Early Years Foundation Stage leader has developed effective procedures to assess the children's learning through focused and regular observations. The children's progress is carefully tracked to give an accurate view of their learning and development. Assessment data revealed that girls tend to outperform boys and the staff are currently addressing this issue by devising further activities geared to boys' interests. All welfare arrangements are met and there are good arrangements for induction into the Nursery and transition into Year 1.

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

All parents and carers felt their children enjoyed school and the vast majority were happy with their children's overall experience. The inspection evidence endorsed these positive views. Individual concerns were expressed by a few parents and carers, but they did not reflect the general view or the inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grange Primary 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 290 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	65	27	33	0	0	0	0
The school keeps my child safe	46	57	34	42	1	1	0	0
My school informs me about my child's progress	43	53	37	46	0	0	1	1
My child is making enough progress at this school	38	47	40	49	1	1	2	2
The teaching is good at this school	38	47	40	49	1	1	1	1
The school helps me to support my child's learning	38	47	37	46	5	6	1	1
The school helps my child to have a healthy lifestyle	32	40	45	56	1	1	0	0
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)	32	40	38	47	1	1	2	2
The school meets my child's particular needs	30	37	43	53	4	5	1	1
The school deals effectively with unacceptable behaviour	38	47	35	43	3	4	1	1
The school takes account of my suggestions and concerns	31	38	42	52	5	6	1	1
The school is led and managed effectively	35	43	42	52	2	2	1	1
Overall, I am happy with my child's experience at this school	44	54	34	42	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



13 December 2010

Dear Pupils

Inspection of Grange Primary School, London SE1 4RP

Thank you for making us so welcome when we inspected your school. You told us a lot about your school and what you think of it. We found that it is a satisfactory school which is improving.

You are making good progress because the teachers make lessons enjoyable and challenging. This means that you are learning at a quicker rate than before and most of you are now on course to reach the levels expected for your age. This shows how successful the adults have been in bringing about improvements.

We were really pleased to see how well you all get on so well together. We were impressed by your behaviour in lessons, which meant that everyone could concentrate.

The adults take good care of you. They make sure that you feel safe and that you understand how to stay healthy. Although most of you come to school every day, a few of you stay off for trivial reasons. We are sure everyone realises how important it is not to miss out on lessons and all the exciting things going on, so we hope all of you aim for 100% attendance.

In order for the school to be even better, we are asking your teachers to do the following things.

- Help you to use words and phrases you come across in your reading in your written work.
- Increase your confidence in using your numeracy skills when tackling mathematical problems.
- Provide you with more opportunities to find out about communities in different parts of this country and abroad. We have suggested that you could use computers to explore other places and perhaps communicate with children in other schools.

All of you can help by continuing to work hard and try your best and, of course, to come to school every day.

Yours sincerely

Rob Crompton

Lead inspector

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