

Grange Primary School

Inspection report

Unique Reference Number	102723
Local Authority	Newham
Inspection number	355248
Inspection dates	14–15 June 2011
Reporting inspector	Ruth McFarlane

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	266
Appropriate authority	The governing body
Chair	Daniela Jung
Headteacher	Sue Carter
Date of previous school inspection	29 January 2008
School address	Suffolk Road Plaistow London E13 0HE
Telephone number	02074765146
Fax number	020 7473 3283
Email address	info@grange.newham.sch.uk

Age group	3–11
Inspection dates	14–15 June 2011
Inspection number	355248

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. Twenty lessons were observed and 14 teachers or teaching assistants seen. Meetings were held with members of the governing body, staff and groups of pupils. Inspectors observed the school's work, and looked at policies and documentation including that for safeguarding children, and records and data showing pupils' progress over time. They analysed 108 parents' and carers' questionnaires and responses to staff and pupil surveys.

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

- Whether progress is improving securely and quickly enough for all groups, especially in English in junior classes.
- How effectively the more able are helped to make progress.
- The way subject leaders contribute to the drive for improvement.
- How well the statutory requirements are met for learning and development and for welfare in the Early Years Foundation Stage.

Information about the school

This school is of a broadly average size and serves a diverse community where many ethnicities are represented. Around a quarter of pupils are at an early stage of speaking English as an additional language (EAL). The proportion of pupils known to be eligible for free school meals is high. A higher proportion of pupils than average enter the school later than the usual starting points. The number of pupils with special educational needs and/or disabilities is above average. Their difficulties are mainly specific learning difficulties or behavioural, emotional or social difficulties. The school operates a breakfast club. The Early Years Foundation Stage comprises a Nursery for children to attend part time (mornings or afternoons), and a Reception class. The school has several awards for its provision, including the Activemark and Healthy Schools Status.

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

3

Main findings

Grange Primary provides a satisfactory education for its pupils. The warm and welcoming environment and good care, guidance and support helps pupils feel safe, leading to their well-developed personal skills, good behaviour and positive attitudes to learning.

The school has recovered from a dip in attainment since the last inspection and the trend is upward. The success of the recovery is demonstrated by the latest teacher assessments which show substantially more pupils are achieving the higher levels, especially in English. Current Year 6 pupils are reaching standards close to those nationally. This is because teaching is improving. Parents and carers have noticed the shift. 'The improvements in the school are great. Well done Grange!' was a typical comment in their questionnaires.

Pupils' progress varies from year group to year group but is not inadequate and is often good. It mirrors the quality of teaching. The inconsistencies in teaching are rooted in variations in the use of assessment information, which is sometimes not used well enough to plan work to challenge pupils. Pupils' learning targets, where set, are often linked to the curriculum rather than to individual needs. In consequence, in a small minority of classes, progress is held back because some pupils are not sure how to move on to their next level. The best progress is evident in the Early Years Foundation Stage, where all aspects are good.

Strong links with local schools and sports partnerships have a positive impact on pupils' good understanding of healthy lifestyles, providing wider opportunities for them to enjoy a range of sports and residential visits. This is a good example of the skills with which the school promotes community cohesion; these have a strong impact on pupils' contribution to the community and their social and cultural development.

Pupils benefit from the small group and individual learning sessions that take place throughout the day at all corners of the school, for a wide variety of needs. These sessions provide good support. However, this aspect of the school's provision is not managed to best effect because no one has responsibility for checking the impact of all this additional provision as a whole.

Subject leaders are at varying stages of development and they are not fully involved in checking the teaching and learning of their subjects across the school. This makes it difficult for them to make a good contribution to the drive for improvement. Members of the governing body are supportive but are not rigorous enough in checking the school's performance. However, there is satisfactory capacity for continued improvement because the current initiatives, led by the headteacher and deputy headteacher, are well founded and effective. Sound self-evaluation has led to clear monitoring checks and follow-up, and this is why teaching is improving and the school is set on a secure path to raise pupils' progress further.

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

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Ensure progress is consistently good throughout the school to raise attainment further by July 2012, by:
 - making more precise use of assessment to plan lessons which are closely matched to pupils' abilities
 - improving the consistency with which pupils' targets are set and reviewed through the school
 - ensuring that pupils' individual targets help them understand how they can move to the next level.
- Improve the contribution of middle managers to the drive for improvement by December 2012, by:
 - providing training and opportunities for subject leaders to monitor the teaching and learning in their subject through the school
 - designating clear leadership for the identification, management and overview of support for individuals and groups that need additional help.
- Improve the effectiveness of the governing body by December 2012, by:
 - increasing its awareness and understanding of what goes on in school and what needs to be done to improve
 - increasing the rigour and regularity of its monitoring of the work of the school, including its policies and procedures, and pupils' progress.

Outcomes for individuals and groups of pupils

3

Pupils begin Year 1 with prior attainment which is just below average. Year 6 attainment is close to that nationally. The flat line of progress masks inconsistencies. About half the pupils are currently making good progress in response to improved teaching. The positive impact is evident in pupils, including those with special educational needs and/or disabilities, who make equivalent progress to their peers. Those who speak English as an additional language, too, reach the same standards as their peer group nationally. This is because they benefit from the skilled attention they receive in small groups and individually. Teacher assessments show far more Year 6 pupils are reaching above-average levels in English and mathematics. Those who join the school later than usual and the large proportion who are known to be eligible for free school meals also achieve satisfactorily, assisted by the high-quality intervention programme.

Pupils show they enjoy their learning by their happy smiles seen around the school throughout the inspection. They demonstrate good levels of concentration and self-confidence in lessons, for instance, in explaining their work to inspectors. They settle quickly to learning. As a result, they usually complete the tasks set. Pupils' positive attitudes to learning and their perseverance are paying dividends in accelerated progress in those classes where teaching is at its best. For instance, in a Year 2 lesson, pupils were

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

exceptionally attentive and motivated to learn how to weigh out ingredients to make 'dinosaur' biscuits because the lesson linked history and design and technology with literacy and mathematics and related learning to real life. In weaker lessons, pupils' attention and patience were sustained even during long sessions spent listening to the teacher, recapping work already learned, a technique which delays pupils' start on tasks pitched to their different abilities, and so slows progress.

Underpinned by the good levels of care, guidance and support provided, pupils' personal qualities develop well as they move through the school. Pupils have well-developed social skills and good manners. They know much about how to live healthy lifestyles, reflecting the school's awards in this area, and they enjoy taking on a wide range of responsibilities around the school. Pupils make a good contribution to their school community and to the world beyond school. Their links with contrasting schools at home and abroad are helping them to develop good understanding of diversity. Rates of attendance and basic skills are broadly average, preparing pupils adequately for their next school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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 and the curriculum are having a satisfactory impact on pupils' learning and progress. Teachers establish supportive relationships with their pupils, their subject knowledge is good and lesson planning is well structured. In good lessons, there is a high level of challenge and productive balance of teachers' talking and giving pupils time to

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

work. Good use is made of interactive whiteboards to reinforce learning. In weaker lessons, tasks are not well matched to the different abilities in the class, and pupils' targets are too general. In some classes, pupils are not aware of their targets. The curriculum is under review to develop a more creative approach by linking subjects. This work is at an early stage. Opportunities are good for pupils to use and develop their information and communication technology (ICT) skills because resources are good. The extra-curricular clubs, such as cheer-leading and debating, enrich pupils' learning. Sports partnerships and good community links have a significant impact on pupils' good levels of sporting skills, their knowledge of cultures other than their own and how to keep themselves safe.

Pupils are known well by all staff, and any unhappiness or difficulty in learning are quickly noted and appropriate solutions found. The work to improve attendance, such as early intervention, a well-organised breakfast club and awards for good attendance, has secured improvements from previous low rates. Strong partnerships help cement pupils' good personal development. Provision of individual and group help for pupils is another strength, and includes those who speak English as an additional language, those with special educational needs and/or disabilities those who enter the school's roll later than usual and the high proportion who are known to be eligible for free school meals. However, there is no clear overall management overview of the provision. Provision for those who may be gifted and talented is largely through special clubs, for instance for writers, but the programme is at an early stage.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

There is a shared ambitious vision among the governing body, leaders and staff for the school's success and its development within its community. The pace at which development and improvement are driven, though satisfactory, has been constrained by changes of managers and teachers. A recent major initiative to improve teaching and learning through robust monitoring, coaching and support has reaped reward in an acceleration in pupils' progress but monitoring responsibilities are not shared widely, limiting the impact of middle managers on the drive for improvement. Because progress is now securely improving and no group is left behind, equality of opportunity is promoted satisfactorily and leads to satisfactory achievement. Discrimination is tackled vigorously. A key feature of the school is the harmonious and tolerant ambience. Some aspects of the school's engagement with parents and carers are good, such as their welcome into school in the Early Years Foundation Stage at the start of the day, but efforts to engage a very small minority of the families who are at an early stage of speaking English, in ensuring

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

their children are good attenders at school, have had only a satisfactory impact. The good system for tracking pupils' progress and setting challenging targets is used well to hold staff to account for the progress their pupils make. However, this is not fully replicated at classroom level. The governing body fulfils its responsibilities and knows the strengths and weaknesses of the school. It has not yet developed sufficient rigour in challenging the school and holding staff accountable. Safeguarding procedures are satisfactory and foster a realistic understanding of risk. Policies are updated regularly and known by all. Community cohesion is strongly promoted within the school and locally. It is developing nationally and globally and reflects the good partnerships the school has developed for pupils' learning and well-being.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Arrangements to introduce the children to the school environment are good and include home visits. Consequently, the children settle quickly and happily. Relationships are good, and staff look after children with great care and attention. As a result, children feel safe. The children make good progress across all the areas of learning. From their often low starting points, they soon develop social skills, positive attitudes to learning and good behaviour. Children work very well independently and in groups, and are happy to initiate conversations with adults about what they are doing. These qualities, together with the secure progress they make in early literacy and numeracy skills, prepare them well for their start in Year 1. Children's current attainment has improved from year to year and is now just below the national average.

Teaching is good and children are provided with a good range of opportunities to explore and learn, inside and outside. For example, Nursery children were observed exploring the characteristics of animals found in Australia, during a drama activity using a hall space,

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

using terms such as furry, scaly and prickly. Adults work well together and make careful observations of what children can do, planning work that is usually matched closely to their interests and learning needs. Assessment of children's learning is detailed but, on occasions, not used as effectively as possible to ensure challenge for more able children. Well-established routines, such as washing hands before snack time, promote children's understanding of good hygiene practices effectively. There is a good balance of activities directed by adults and those chosen by children.

Leaders and managers of the Early Years Foundation Stage ensure there is a good ratio of knowledgeable adults to children. Resources are of good quality and used effectively although, sometimes, too few of the activities that children may choose for themselves are planned to link with the teacher-led activity, reducing the opportunities for children to embed their learning.

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

There was an above-average number of responses to the questionnaire. Nine out of every ten of the responses indicate a high level of support for the school and its work. Almost all are happy with their children's experience at the school and say their children enjoy school. A few feel that the school does not prepare their children for the future, or meet their children's needs. Inspectors looked into these concerns and judged that the school satisfactorily meets pupils' needs and prepares pupils satisfactorily for their future.

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 108 completed questionnaires by the end of the on-site inspection. In total, there are 266 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	55	46	41	2	2	1	1
The school keeps my child safe	53	48	53	48	4	4	0	0
My school informs me about my child's progress	56	50	52	47	2	2	1	1
My child is making enough progress at this school	51	46	50	45	7	6	1	1
The teaching is good at this school	52	47	52	47	3	3	0	0
The school helps me to support my child's learning	53	48	52	47	4	4	0	0
The school helps my child to have a healthy lifestyle	47	42	62	56	2	2	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)	38	34	55	50	9	8	0	0
The school meets my child's particular needs	38	34	60	54	10	9	0	0
The school deals effectively with unacceptable behaviour	44	40	50	45	10	9	0	0
The school takes account of my suggestions and concerns	33	30	69	62	5	5	0	0
The school is led and managed effectively	40	36	60	54	6	5	0	0
Overall, I am happy with my child's experience at this school	58	52	46	41	3	3	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	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 are 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.



17 June 2011

Dear Pupils

Inspection of Grange Primary School, London E13 0HE

Thank you for welcoming us to your school and for sharing your thoughts and ideas about it. Thank you for completing the questionnaire. All this helped us to make the judgements about your school, which is providing you with a satisfactory education.

You told us you enjoy school and feel happy and safe. You are well looked after and taught how to keep yourselves safe. Your progress has been improving this year because your lessons have got better.

There are some key areas where the school can improve. I have asked your headteacher and the governing body to:

- help you to make good progress in every class by helping you to understand just how to get up to the next level in your learning and providing tasks that are just right
- make sure those teachers, with responsibility for helping to manage subjects and pupils, get a better understanding of how good things are in the whole school
- make sure that all the members of the governing body have a good idea of what goes on in your school and help the headteacher make it even better.

Most of you already make a good contribution to the life of the school. You are positive about learning and welcoming to visitors. I am sure all of you can help to make improvements and you can do this by continuing to work hard in your lessons.

Thank you again for your help and all good wishes for the future.

Yours sincerely

Ruth McFarlane

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.