

Grange Primary School

Inspection report

Unique Reference Number	131144
Local Authority	Ealing
Inspection number	360218
Inspection dates	19–20 July 2011
Reporting inspector	Michael Merchant

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	654
Appropriate authority	The governing body
Chair	Joan Russel
Headteacher	Hans Formella
Date of previous school inspection	20 July 2011
School address	Church Gardens London W5 4HN
Telephone number	020 8567 1432
Fax number	020 8840 0113
Email address	admin@grange.ealing.sch.uk

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M2 7LA

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Introduction

This inspection was carried out by four additional inspectors. Twenty three lessons or part lessons were observed, taught by 23 different teachers. Meetings were held with pupils, members of the governing body, staff, a group of parents and the headteacher. Inspectors observed the school's work and looked at a range of documentation, including the school's records of pupils' attainment and progress, school policies including safeguarding documentation and the school development plan. In addition, questionnaires from 189 parents and carers and 99 pupils were analysed.

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

- The effectiveness of strategies to improve pupils' attainment, particularly in English at Key Stage 2 and for high attaining pupils.
- The accuracy of teachers' assessments and the use of assessment information to plan further steps in learning.
- How well the school supports those pupils with particularly low levels of prior attainment, those who join the school midway through the school year and those in the early stages of learning English as an additional language.
- The impact of actions taken by school leaders and managers to improve the quality of teaching and learning.

Information about the school

This school is larger in size than most other primary schools. While most pupils live locally, a small minority travel some distance from the surrounding area. The large majority of pupils are from a range of minority ethnic heritages, the largest groups being pupils from Eastern European backgrounds. The proportion of pupils who speak English as an additional language is much higher than average. The proportion of pupils who are known to be eligible for free school meals is above average. The percentage of pupils that have special educational needs and/or disabilities, including those with a statement of special educational needs, is average. Their needs relate mainly to moderate learning difficulties. A high number of pupils join or leave the school at other than the usual times. There is a children's centre attached to the school as well as a breakfast and an after-school club on the site. These clubs and the children's centre are not managed by the governing body and are subject to a separate inspection report. Children in the Early Years Foundation Stage are taught in the Nursery and three Reception classes. The school has gained a number of awards, including Artsmark Gold, Healthy Schools award and Activemark.

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

Grange Primary School provides a good education for its pupils. It has improved since its last inspection and has a number of very successful aspects to its work. The school's excellent care, guidance and support help pupils to develop confidence and maturity. Almost all parents and carers are supportive, and even those who have some criticisms recognise that their children love coming to school. One parent said: 'We are delighted with the school. My child really enjoys school and is very proud to be a Grange pupil.'

Pupils cherish the new building, which contains wonderful examples of pupils' impressive work in every nook and cranny. Music and the arts are particularly strong and inspectors were moved to hear the children singing and taking part in their well-attended end of year production, 'Grangefactor'. As the pupils' spiritual, moral, social and cultural development is excellent, they develop very well as articulate, courteous and considerate young people, extremely well aware of how to lead safe and healthy lives.

Children get a good start in Nursery. The wide range of stimulating activities provided means that children make good progress. By the end of Year 6, pupils' attainment is broadly average and has been improving year-on-year. As the changes to the curriculum impact fully upon results at the end of Year 6, the school's assessments indicate that pupils are on track to reach anticipated above average standards in the next couple of years. Attainment in mathematics in particular, has improved markedly. Nearly all pupils make good progress in relation to their starting points when they joined the school and most groups achieve well. Plans to teach writing more effectively, such as through raising awareness of the differences between formal and informal language, are now firmly in place. However, the impact is not yet fully evident so not enough pupils reach the higher levels in national tests. Pupils with special educational needs and/or disabilities receive very good support both in class and in small group or individual tuition sessions which enables them to make good and sometimes excellent progress in their learning. Pupils' very strong enjoyment of school, however, is not reflected in the overall attendance rate, which although rising as a result of actions taken by the school, is still only average.

The headteacher, supported by senior staff, has a very clear vision of high quality provision. He has established a culture where inadequate teaching is not acceptable, and where every teacher is enabled to improve through effective professional development. As a result, teaching is good. The best teaching is marked by enthusiasm for the subject and high levels of engagement and fun. Learning is sometimes held back, however, because in a small number of lessons tasks do not always provide maximum challenge for the more-able pupils.

Even though the school has many good and outstanding features, staff and the governing body are not complacent and want to lift pupils' attainment even further. They know exactly what actions to take next as a result of thorough systems of school self-evaluation.

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In view of the strong improvements made to provision and pupils' outcomes in the last three years, the good curriculum and exceptionally high levels of care, guidance and support that pupils receive, the school's capacity to improve further is good.

What does the school need to do to improve further?

- Raise attainment so that most pupils reach above average levels for their age in English and mathematics by:
 - ensuring that effective techniques to teach writing are employed consistently so all pupils write confidently and creatively
 - developing pupils' higher level problem solving skills in mathematics
 - making sure that teachers plan for and extend the learning of the more-able pupils at a consistently challenging pace throughout lessons.
- Work more closely with the few parents and carers whose children do not attend regularly enough to ensure that pupils' overall rate of attendance is 96% or better.
- A realistic time to achieve the points above would be July 2012.

Outcomes for individuals and groups of pupils

2

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

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

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How effective is the provision?

Care, guidance and support are exemplary. Adults place pupils' well-being at the centre of their work and this makes the school a happy place to be. Support for pupils with special educational needs and/or disabilities and those who join the school with particularly low levels of attainment is especially strong and helps them to achieve well. The senior staff have fostered effective partnerships with outside agencies to get additional support when it is needed and skilled teaching assistants also make a very valuable contribution to the learning of pupils who need extra help. The school works extremely well with parents and carers, volunteers and a variety of external agencies to support those children potentially most at risk. The school can point to striking examples of where it has helped individual pupils overcome significant barriers to their education. The high numbers of pupils who join the school midway through the year are supported very well and this ensures that they make similar progress to other pupils.

Almost all pupils are keen to learn because of the good relationships between adults and pupils. The proportion of good and outstanding lessons is increasing and there are many exciting lessons where all pupils are keen to learn. Many staff model good practice, with fast-paced, highly engaging lessons. Most teachers use questioning well to draw the pupils into discussion. However, some inconsistencies remain, and this slows some pupils' progress. In a few lessons all pupils sometimes work at the same pace, as directed by the teacher, and this leads to insufficient challenge for the most able pupils. Teachers mark books carefully, accurately and regularly and the advice teachers give to pupils on how to improve their work is effective. Most pupils, therefore, are clear about the next steps in their learning.

The school has recently revised its curriculum to make it more exciting and creative. This has a particularly good impact on pupils' enjoyment of learning because it provides more opportunities to fully develop their creativity and imagination. Music and the arts are particularly well developed and classrooms glisten with wonderful displays of artwork and computers greatly enhance the quality of learning. However, the school recognises that it has not done enough to ensure that this approach to pupils' learning provides enough opportunities for them to develop their skills of extended writing across all themes. An excellent range of out-of-school activities provides pupils with many additional opportunities to enhance their learning and makes a valuable contribution to pupils' high levels of enjoyment.

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	1

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How effective are leadership and management?

Senior leaders, staff and the governing body share a determination to make Grange Primary an exciting school which aims for the highest possible standards of attainment. The highly effective headteacher's leadership has directed improvement extremely well to improve pupils' educational opportunities. He communicates his high expectations tenaciously and persuasively so that all staff have a shared sense of direction and feel part of a successful team. Consequently, all aspects of the school have improved since the last inspection. There is strong commitment from all staff to achieve the best for all the pupils. School leaders track pupils' attainment closely, and ensure class teachers are aware of anyone in danger of falling behind. Expectations of what pupils can achieve are high, but the team acknowledges that there are still a few pupils who could achieve even more, especially in the more advanced aspects of writing. At the time of the inspection, there was no evidence of any discrimination, and the school promotes equality of opportunity for all pupils vigorously through sophisticated monitoring and exemplary support. Progress for all groups of pupils, given their different starting points, is broadly similar, indicating that the school's commitment to equal opportunities is translated effectively into practice.

The effectiveness of the governing body is good. It is increasingly able to hold the school to account for its work and has been influential in helping senior managers secure school improvement. It fulfils all legal requirements, and all safeguarding arrangements were found to be effective at the time of the inspection. Good practice in safeguarding and child protection is evident in all areas of the school's work. For instance, checks on the suitability of adults to work with children are thorough.

The school prides itself on working very well with the local community and forms excellent relationships with families, including those that may be considered by some to be harder to reach. In this highly inclusive school, every child matters and individual needs are considered very specifically. The school works well in partnership with external agencies and its partner schools to secure extra support for those pupils who need it. Leaders ensure that pupils are developing into caring citizens who respect and value the views of others, and that a set of common shared values is embedded in every child. Community cohesion is good. The school has strengths at the local level and leaders are currently further enhancing this by forging links with other schools in more socially diverse areas in the United Kingdom.

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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	2
The effectiveness of the school's engagement with parents and carers	1
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Effective liaison between the school and the children's centre ensures that children settle into the Nursery classes quickly, are keen to learn, play together well and are well behaved. The excellent space for the youngest children is used to good effect. It is effectively organised and well resourced, bright, airy, safe and secure. Inside spaces are fresh and clean, with clearly marked labels on drawers and containers so that children can find and put away equipment independently. Adults work hard to involve everyone, including those who speak very limited English. They effectively develop children's language and ideas. For instance, the children were observed having a splendid time making animal masks from a range of materials and then writing about their favourite animal. The outside area offers much opportunity for learning and is used well by adults to help develop children's climbing skills and encourages their physical development as well. The teachers and teaching assistants plan and organise activities well but some could be further enriched, such as those for creative role play or writing. Very good records are kept of children's achievements, in photographs, notes and samples of their work. The children move into Year 1 working securely towards their early learning goals and this represents good progress in relation to their starting points. The Early Years Foundation Stage leader provides good leadership to her team. She has a very secure understanding of the early years curriculum and constantly reviews her practice to ensure that all children are safeguarded and receive high quality care and support.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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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

About one third of parents and carers of pupils registered at the school responded to the Ofsted questionnaire. The school clearly enjoys the confidence and support of the parents and carers who returned the questionnaire. A number of individual comments praised the extremely high quality care, support and guidance given to pupils, particularly to those who have special educational needs and/or disabilities, those new to the school and those new to learning English. The few criticisms were followed up during the visit. For instance, while most parents and carers feel that unacceptable behaviour is effectively dealt with, a small minority expressed concerns. The inspection findings are that behaviour is good in and around the school. Although a very few pupils do occasionally present challenging behaviour, this is dealt with very well. Any more serious incidents, which are few and far between, are fully documented and parents and carers are informed and consulted. The views of the parents and carers interviewed informally at the beginning and end of the school day confirm the positive responses in the questionnaires.

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 189 completed questionnaires by the end of the on-site inspection. In total, there are 654 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	130	69	54	29	3	2	0	0
The school keeps my child safe	122	65	62	33	2	1	0	0
My school informs me about my child's progress	95	50	87	46	7	4	0	0
My child is making enough progress at this school	95	50	85	45	6	3	0	0
The teaching is good at this school	108	57	69	37	6	3	2	1
The school helps me to support my child's learning	100	53	71	38	14	7	1	1
The school helps my child to have a healthy lifestyle	102	54	80	42	6	3	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)	92	49	83	44	7	4	0	0
The school meets my child's particular needs	46	46	85	45	12	6	0	0
The school deals effectively with unacceptable behaviour	83	44	81	43	13	7	4	2
The school takes account of my suggestions and concerns	78	41	91	48	9	5	3	2
The school is led and managed effectively	105	56	71	38	5	3	2	1
Overall, I am happy with my child's experience at this school	120	63	63	33	4	2	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.



21 July 2011

Dear Pupils

Inspection of Grange Primary School, London W5 4HN

Thank you all for the warm welcome you gave us when we visited your school recently. What a lovely two days we had! We enjoyed meeting and talking to you and loved watching you sing and your wonderful performances in 'Grangefactor'! You go to a good school which is improving quickly. It has many good and some excellent features and you are right to be proud of it. Here are some of the good things we found out about Grange School.

You make good progress as you move through the school and you achieve well. By the time you leave at the end of Year 6, your attainment is similar to that of pupils in most other schools. This is because you work hard and the good teaching that you receive. Your teachers and other adults take excellent care of you. You told us they make sure that everyone feels completely safe and secure. You behave well around the school and in your classes and you look after each other so well. You relish working in groups and helping each other to learn and you readily help your classmates when they find things difficult. Your headteacher, the governing body and all the other staff know in detail how to make sure that your school continues to improve.

To help the school improve further, we have asked those who lead and manage the school to do three things.

- Make sure that more of you exceed the expected levels of attainment in English and mathematics in the national tests that you take at the end of Year 6.
- In lessons, ensure that all teachers plan your work more carefully so that it is better matched to pupils' different abilities.
- Make sure more of you attend school regularly and take fewer days off school.

I am sure that you will help them by always working hard and aiming really high.

Yours sincerely

Michael Merchant

Lead inspector

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