

Grange Primary School

Welbeck Road, Harrow, Middlesex, HA2 0RY

Inspection dates

5–6 June 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although the proportion of pupils making good progress is increasing, progress is not yet consistently good across the school in English and mathematics.
- Too few pupils are working at or above what is expected for their age in reading, writing and mathematics, especially at Key Stage 2.
- In some of the teaching, planning does not fully meet the needs of all groups of pupils.
- The quality of feedback for pupils in teachers' marking in mathematics is not as good as it is in writing. As a result, pupils are not always sure about the next step they should take to improve their work.
- Adults' support is not consistently well used in whole-class teaching and modern technology is not used enough as a tool to improve learning.
- There are insufficient opportunities for pupils to apply their reading, writing and mathematical skills across different subjects.
- Teachers do not give pupils enough opportunities to practise solving problems in mathematics.
- Some subject leaders have not checked pupils' progress enough to see the impact of their planned support in improving teaching.
- Governors have not been sufficiently challenging and sharp enough to make sure effective policies and procedures are applied across the school to raise standards, improve teaching and ensure the monitoring of safeguarding procedures.

The school has the following strengths

- The headteacher, together with the new senior leadership team, is driving forward improvements in teaching and pupils' achievement. Teaching is now better than in the recent past and good in many classes.
- Children in the Early Years Foundation Stage make a good start.
- Many pupils who join the school at other than normal times make good progress.
- Pupils behave well. They are polite, courteous and feel safe. Pupils from different backgrounds mix together well. Attendance has improved and is currently above average.

Information about this inspection

- Inspectors observed teaching and learning in 22 parts of lessons, of which two were joint observations with the headteacher.
- Inspectors made a number of shorter visits to other lessons. Inspectors also listened to pupils read and scrutinised their work.
- Meetings were held with two different groups of pupils from all ages and from a range of different backgrounds. Inspectors held informal discussions with other pupils.
- Inspectors also held meetings with the Acting Chair of the Governing Body, two other governors, senior leaders and two representatives from the local authority.
- Inspectors looked at documents relating to safeguarding, the performance management of staff, checks on pupils' attainment and progress, records on attendance, behaviour and safety and the school's overview of teaching and learning. They looked at the impact of the school's use of the pupil premium funding.
- Inspectors took account of the views of 17 parents in the on-line questionnaire (Parent View) as well as the school's own parent survey. The views of parents were sought as they brought their children to school at the start of the school day. Inspectors scrutinised 46 questionnaires completed by staff.

Inspection team

Zahid Aziz, Lead inspector

Additional Inspector

Ian Robert McAllister

Additional Inspector

Terry Mortimor

Additional Inspector

Full report

Information about this school

- Grange Primary School is an above average-sized primary school.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils for whom the school receives the pupil premium is above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after.) At this school, all the pupils known to be eligible for the pupil premium are those known to be entitled to free school meals and this proportion is above average.
- The proportion of pupils from minority ethnic backgrounds and those pupils who speak English as an additional language is well above average. The largest groups of pupils are from any other Asian background, Black African and any other White background. The proportion of pupils from White British backgrounds is well below average. More pupils than average join or leave the school at different points in the school year.
- Since the previous inspection, the school has combined a junior and an infant school to become a primary school. A new headteacher and one of the two new deputy headteachers have been appointed since September 2012.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching and accelerate pupils' progress, especially in English and mathematics throughout the school, by making sure that:
 - pupils' previous learning is used to plan lessons which fully match pupils' needs, so that activities challenge all pupils, especially the more able
 - all support staff are suitably trained and used effectively in the classroom to support individual pupils during whole-class teaching sessions
 - marking quality is consistent across the school so that pupils know their targets and how to achieve them, especially in mathematics
 - pupils and teachers make greater use of modern technology in the classroom as tools for learning.
- Raise standards in English and mathematics at Key Stage 2 by:
 - making sure pupils have more opportunities to apply their reading, writing and mathematical skills in a systematic manner across different subjects as pupils progress through the school
 - encouraging pupils to write for a wide range of reasons and at length
 - practising solving number problems so that they can apply this skill correctly
 - developing teachers' subject knowledge in mathematics.
- Improve leadership and management including governance by:
 - strengthening the understanding of the role of some phase and subjects leaders to monitor, support and challenge teachers to raise achievement
 - ensuring governors have a good grasp of policies and procedures to monitor achievement, the

quality of teaching and the implementation of safeguarding procedures.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Attainment at Key Stages 1 and 2, over time, remains below average. Over time, the proportion of pupils achieving the higher levels in English and Mathematics remains below average at the end of Year 6. This is because some teachers' planning did not cater for the needs of the more-able pupils. Although progress is getting better; for example, at Key Stage 1 and in Year 6, pupils' progress varies among different groups across years and subjects. Progress requires improvement, especially at Key Stage 2 in writing as pupils do not have sufficient opportunities to develop confident writing skills or to write at length and for a range of purposes.
- Not all pupils make enough progress in developing their reading skills. Although the phonics screening check of 2012 indicated that standards in Year 1 are above average overall, the progress of some lower ability pupils in particular is not fast enough.
- School information and checks of pupils' books show that some groups of pupils have started to progress faster. For example, in Year 6, pupils' work in writing and mathematics shows they are making good progress because of the organised, targeted support for pupils..
- Many children enter the Nursery and Reception class with skills that are well below those expected for their age. They make good progress in communication and social and personal skills by the time they enter Year 1, although still below those expected for their age. They are making good progress because of good teaching, continuous play activities and regular checks made by staff on how well children are progressing.
- Disabled pupils and those who have special educational needs, pupils from minority ethnic backgrounds and those who speak English as an additional language, and outside normal times make as good or better progress than those who have been there throughout because of the good impact of the additional support that they receive..
- Pupils known to be eligible for free school meals who benefit from support through the pupil premium do not do as well as others in some years, particularly in mathematics. They do make up ground in Year 6 so that the gap between these pupils and their classmates has almost closed in English and mathematics. Their attainment in English and mathematics at the end of Year 6, in 2012, was similar to that of their peers.

The quality of teaching

requires improvement

- Teaching is not consistently good over time across key stages because some teachers do not plan lessons which meet the needs of all pupils, as their subject knowledge, and methods for solving number problems in particular, is not sufficiently developed.
- In contrast, teaching in the Early Years Foundation Stage is more effective in meeting the needs of children and they make faster progress. The children in Nursery and Reception classes make good progress because of effective planning, challenging work, good use of resources and adult support. For example, children have opportunities to work in a 'laboratory' on 'creepy crawly' beasts, helping to develop their investigative skills.
- Support staff are not consistently well deployed, especially to provide support to individuals during whole-class teaching.
- Some teachers miss opportunities to use modern technology to improve their teaching and pupils' learning, particularly for those pupils of lower ability and disabled pupils and those with special educational needs.
- The marking of pupils' books is improving across key stages and pupils check their own and each other's work regularly. As a result, they know better than previously what they need to do to improve, particularly in writing. However, comments in pupils' books do not routinely refer to how to improve in mathematics and, consequently, they do not always know how to achieve their targets.
- Teaching across the school is improving. For example, in Year 1 the teacher ensured that pupils

were engaged in learning throughout the session and pupils were highly motivated by thought-provoking questions. As a result, they made excellent progress. Extra support sessions are helping to eradicate previous underachievement such as in improving phonics (the sounds that letters make), reading, writing and mathematics. As a result, pupils' progress is getting better in these subjects.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are good in the lessons where teaching engages them. Almost all pupils behave well and respectfully towards each other and towards adults throughout the school. In the playground, they get on well together.
- Pupils say they are happy and feel very safe at the school. Pupils know what to do if they are worried about bullying and know who to approach for help. Pupils are aware of different types of bullying, but say it is rare and that it is dealt with promptly when it does occur. This is well reflected in the behaviour log and it shows incidents are reducing. Pupils understand the dangers of cyber bullying and the rules for the safe use of the internet.
- Pupils with behavioural difficulties are well managed and, as a result, their behaviour improves, and in some instances this has a positive impact on their academic performance and social skills.
- The school has a detailed system of rewards and sanctions and pupils know them well. There is effective supervision, for example, at break times and on playgrounds, and staff check toilets and corridors so that pupils are safe.
- Behaviour is not outstanding because parents, staff and pupils are not unreservedly positive about the quality of behaviour in the school.
- Pupils take on a range of responsibilities such as play leaders and buddies to help their school or classmates if they have any concerns or worries. As a result, pupils are well integrated in the school's life. Pupils come from a wide range of different backgrounds but they get on very well and support each other in the class and enjoy each other's company in the playground. As a result they make a positive contribution to their school community.
- The school keeps full records of any incidents on an electronic system, such as racist incidents, but the records show that such incidents are few.
- Attendance has improved since the previous inspection and is now above average. The school is rigorous in tackling poor attendance and persistent absence. A good range of effective strategies is deployed, including inviting parents to discuss any issues with the headteacher.

The leadership and management require improvement

- The school's leadership is not yet good because the governing body has not fully gripped the policies and procedures for monitoring achievement, teaching and safeguarding procedures. The senior leaders have yet to strengthen the role of some phase and subject leaders so that they consistently monitor, provide support for and challenge teachers so that good teaching is secure across the school and pupils' achievement improves.
- The headteacher and the senior leadership team have high expectations and have resolved most issues from the last inspection such as procedures to improve teaching. The majority of staff indicate their full support for the headteacher's drive to improve standards and this view is shared by most parents.
- The headteacher has made an accurate assessment of what the school must do to improve. Together with senior leaders, she has formed a strong, whole-school senior leadership team. The staff are regularly trained together and as a result new actions are introduced across the school and this is improving pupils' progress.
- The performance management targets set for individual teachers are tackling weaker teaching and improving progress. The robust use of such targets has been a key reason why teaching has been improving.

- The curriculum gives opportunities for pupils to improve their knowledge and experience of the wider world, through topic work. However, teachers do not always take opportunities to help pupils to develop their reading, writing and mathematical skills in a systematic manner. As a result, good progress is not consistent across the school.
- Pupils' spiritual, moral, social and cultural development is well rooted through activities that promote cooperative learning and highlight spiritual and cultural awareness. Equality of opportunity and eliminating discrimination is the key to the school's work and staff work hard to meet pupils' differing needs. However, there is more work to be done to ensure that all pupils make the good progress of which they are capable as indicated by gaps in the rate of learning between various year groups.
- The local authority provides frequent and effective support, especially in raising the awareness of improving safeguarding.
- **The governance of the school:**
 - With all the changes that have taken place leaders and governors have not ensured that policies and procedures are robust and effectively monitored to raise standards and improve teaching over time. The process of restructuring the governing body is taking place with many governors being replaced by new governors who have appropriate knowledge and skills and offer challenge to the school leadership. However, these efforts are recent and have not had time to make a marked impact on pupils' achievement across the school. Governors make sure that appropriate safeguarding and child protection procedures are in place to keep pupils safe. However, they have not been well monitored in the past. There has been a real focus recently so that governors received a wide range of relevant training which is equipping them with the necessary skills and knowledge they need. Through scrutiny of school finances, governors are now aware of how the pupil premium money is used to support learning. Since the previous inspection, governors have acquired skills to review data and identify the strengths and areas of the school's performance that require improvement. They are adequately informed about the quality of teaching. Governors check that salary awards are only allocated when targets linked to teachers' performance are achieved. They know what the school is doing to tackle any underperformance.

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

Unique reference number	102202
Local authority	Harrow
Inspection number	400228

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	537
Appropriate authority	The governing body
Chair	Jess Bharj (Acting)
Headteacher	Annette Szymaniak
Date of previous school inspection	November 2009
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