

# Grange Park Primary School

World's End Lane, Winchmore Hill, London, N21 1PP

**Inspection dates** 12–13 March 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' achievement in English and mathematics is good and in reading it is outstanding.
- Pupils from ethnic minorities and those who speak English as an additional language achieve well.
- The achievement of children in Early Years Foundation Stage is good. They arrive in Reception with skills and abilities below those typical for their age.
- The achievement of pupils entitled to support from additional funding is improving and they are catching up with their peers.
- The school provides a wide range of opportunities for spiritual, moral, social and cultural education. Links with schools internationally and many opportunities in music support pupils' cultural understanding particularly.
- Disabled pupils and those with special educational needs make good progress in line with their peers. Their needs are accurately assessed and effective support is put in place to help them learn.
- Teaching overtime is usually good with some that is better. Teachers often use high quality resources effectively to involve pupils in their learning.
- Pupils always behave well and feel very safe at school. Relationships are very good and pupils take responsibility for their own behaviour.
- The school is well led and managed. The headteacher and senior staff make sure that all pupils are able to achieve well. They also provide them with a range of opportunities to enhance their personal development.

### It is not yet an outstanding school because

- Pupils' excellent progress in reading is not yet matched by that in writing and mathematics because this work is not so well matched to their abilities.
- The proportion of outstanding teaching is not high enough; teachers do not always explain sufficiently clearly to pupils the links between their current progress and what they need to do to attain their end of term goals.

## Information about this inspection

- Inspectors observed 25 lessons, of which 14 were joint observations with the headteacher and senior staff. They also observed two assemblies, three registrations and two school clubs. The start and end of school were also observed, as were break and lunch times.
- Meetings took place with staff, pupils, parents, representatives of the governing body and a representative of the local authority.
- Inspectors analysed 83 responses to the online questionnaire, Parent View, and the school's own parental questionnaire. They also scrutinised 47 responses to the staff questionnaire.
- Inspectors looked at a range of school documentation, including analysis of pupils' achievement, staff's performance against targets and the quality of teaching.
- They also examined documentation about safeguarding, child protection, risk assessments, minutes of governing body meetings, attendance and exclusions, and self-evaluation and school development planning.

## Inspection team

Michael Merva, Lead inspector	Additional Inspector
Liz Kissane	Additional Inspector
Tusha Chakraborti	Additional Inspector
Cliff Mainey	Additional Inspector

## Full report

### Information about this school

- This is a larger than average primary school which is currently expanding further. It is engaged in building work to accommodate the increase in numbers.
- The proportion of pupils from ethnic minority backgrounds is well above the national average.
- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils who are known to be eligible for extra funding provided for looked after children, pupils eligible for free school meals and children of service families is well below average.
- The number of disabled pupils and those with special educational needs supported by school action was above average in 2013.
- The number of disabled pupils and those with special educational needs supported by school action plus and with statements is broadly average.
- There has been a reorganisation of special educational needs provision in school. The number of pupils so identified has reduced significantly due to this new analysis of levels of need.
- The Early Years Foundation Stage consists of only Reception. There is no nursery.
- The school provides a range of lunchtime and after-school clubs which offer a range of activities in music and sports.
- The breakfast and after-school clubs are managed by an external provider so are subject to separate inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment.

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

- Increase the proportion of outstanding teaching and the rate of pupils' progress in writing and mathematics to that achieved in reading by:
  - ensuring that work in writing and mathematics is consistently well matched to pupils' abilities so that they make faster progress;
  - explaining clearly to pupils the links between their current progress and what they need to do to achieve their end of term learning goals.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress in writing and mathematics. Progress in reading is outstanding.
- Pupils enjoy learning. Standards at the end of Year 6 have improved over time and are above average. There has also been a significant increase in the proportion of pupils reaching the higher Level 5 in reading, writing and mathematics and Level 6 in mathematics. Standards at the end of Year 2 are in line with the national average and above average in reading.
- Pupils enter Reception from a wide range of nursery providers with below age-related expectations, especially in literacy and numeracy. This gap is addressed and closed so that they enter Key Stage 1 with broadly average attainment.
- Achievement in reading is a strength of the school. The screening check in phonics (the sounds that letters make) has shown above average results in Year 1 overtime. Pupils enjoy reading and choosing books from the library. The use of reading across subjects helps to embed literacy across the school. Homework is well used to support reading in particular.
- Disabled pupils and those with special education needs make good progress. Careful evaluation of the pupils' needs has enabled the school to support pupils well. Pupils who speak English as an additional language and those from ethnic minorities also make good progress.
- The achievement of more able pupils is good overtime. This is demonstrated by an increasing proportion of pupils attaining Levels 5 and 6 by the end of Key Stage 2. Their learning is well supported across the curriculum.
- The relatively small numbers of pupils entitled to receive extra support from additional funding make good progress. The gap is narrowing between this group and their peers, especially in mathematics. Strategies to support pupils' progress in literacy and numeracy and extra training for teachers have helped to sustain this improvement. Currently there is no gap between pupils eligible for free school meals and their peers in writing and they are two terms behind in reading and mathematics.

### The quality of teaching is good

- Teaching is usually good and some is outstanding. This results in pupils making good progress.
- When teaching is most effective, it includes the use of high quality resources and careful planning. For example, in an outstanding Year 1 mathematics lesson on measuring weight, appealing resources immediately engaged pupils and made them want to solve the problems. These activities were well timed and delivered to maintain maximum interest. This resulted in outstanding progress. However, such high quality practice is not consistent across the school.
- Also where teaching is good or better, careful linking of the range of pupils' abilities to their learning tasks is clear and precise. In a Reception lesson on phonics, activities were carefully planned to ensure that all pupils were working at the right level and making good progress.
- The teaching of disabled pupils and those with special educational needs and those who speak English as an additional language is good. Additional adults are well deployed to support learning. They are well aware of the learning needs of the pupils they support and work closely with teachers to improve learning opportunities. In a Year 4 literacy lesson on the use of text, the teacher and additional adult worked very effectively together with higher ability pupils to both secure good learning and provide an appropriate level of challenge.
- Reading and literacy is well woven into the curriculum by the use of specific books and themes to form larger projects involving different subjects. For example, 'Carrie's War', a book about the Second World War, was used as the basis of a history project. Pupils enjoy reading and read confidently and fluently. Good practice is spread well, resulting in rapid improvement in reading in both key stages.
- Marking and assessment are often of a high quality and evidence from lessons and pupils' work indicates that it is improving. Where teaching is best pupils have a clear understanding of the

progress they are making and what they need to do to achieve the goals they have been set for the end of term. In a Year 6 lesson on poetry, pupils were well able to match current achievement with their work and demonstrate how to improve. However, this good practice is not yet consistent across the school. School leaders are well aware of this and have prioritised this as an area for development.

- The teaching of mathematics and writing is good. The numeracy policy has recently been revised and defines clear cross-curricular links. Higher ability pupils have the opportunity to engage in the Young Mathematician of the Year competition and the Primary Maths Challenge. Additional adults have received numeracy training and this helps promote pupils' effective learning in mathematics.

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

- Pupils' behaviour is good. Pupils are confident, courteous and cheerful. They support each other well. One pupil said, 'this is a nice school to be in and I don't want to leave'. They always come to lessons ready to learn, but admit they become distracted when the work in lessons does not fully engage them.
- Pupils understand what bullying is and know its different types, including racist and cyber bullying. They believe the school's spirit of supporting each other makes bullying very uncommon and are very confident that any is quickly dealt with. Pupils' understanding of the dangers of bullying is strengthened by the personal, social and health education curriculum and assemblies.
- The school's work to keep pupils safe and secure is good. Pupils feel very safe at school and well cared for. This view is shared by parents, who believe behaviour is good and that their children are well looked after at school. One parent said, 'Behaviour is excellent and staff are very approachable.' This view is shared by staff.
- The management of behaviour by the school is good. Processes and systems are well embedded and consistently applied. As a result, pupils are very clear about what is expected of them. Pupils are proud that they are encouraged to manage their own behaviour and they enjoy this responsibility. This prepares them well for their next steps in education.
- Attendance is above average and improving. Initiatives such as a more flexible start to the school day have greatly improved punctuality. Exclusions are extremely rare. The school equates its high attendance rate directly to pupils' enjoyment of school. A group of pupils said convincingly, 'We like coming to school.'
- Behaviour is not outstanding because in some lessons work is not well matched to pupils' needs and they become distracted.

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

- Leadership and management are good. The headteacher and senior staff provide a clear vision through the school aim that 'learning is both serious and fun'. Academic achievement is supplemented by a range of opportunities for pupils' personal development. Initiatives such as this ensure equality of opportunities. Everyone has access to support so that all pupils progress well.
- Middle leaders carry out their duties with enthusiasm and are dedicated to driving achievement and monitoring teaching and the progress of pupils.
- The management of teaching is secure. The school revised its processes for monitoring lessons to ensure both accuracy and consistency. Leaders and managers were able to make accurate judgements and provide effective feedback to teachers during the inspection. As a result, the quality of teaching is improving over time.
- The school's self-evaluation is accurate and clear. Leaders are well aware of the school's development areas and why achievement and the quality of teaching are not yet outstanding. They have recognised the need for a more effective way of monitoring pupils' progress. As a

result, a new system has been introduced which is both more accurate and easier to use. This has improved attainment, especially in Key Stage 1, and demonstrates a clear capacity to improve.

- The curriculum is broad and balanced and meets statutory requirements. Subjects are well linked to make sure that, for example, reading is well taught across them. A particularly good feature is the use of the outdoor environment, including trips and camping activities, to support both pupils' learning and social development. Extensive opportunities to participate in a variety of musical and sporting activities are particular strengths.
- The use of sports funding is closely linked to the school's vision of a well-rounded education. A physical education specialist from the link secondary school is employed to enhance a range of additional sporting opportunities. In addition, a basketball coach has also been provided at the pupils' request. Tag rugby is very well developed, including the participation of both girls and boys and by connections with local rugby clubs. Sports and music have had a positive impact on pupils' ability to work together and develop good relationships.
- The assessment of teachers' performance is comprehensive and closely related to how well pupils learn and achieve. The use of common targets for all teachers enables them to work together to secure improvement.
- Rich opportunities exist for spiritual, moral, social and cultural education. Visits to partner schools in Madrid and Prague and International Week support pupils' understanding of cultures different from their own. Assemblies provide opportunities for self-reflection and visits to different places of worship develop an awareness of different faiths. Safeguarding meets statutory requirements.
- The school employs strategies to engage with parents effectively. Parents value its welcoming and open spirit. The parents' association works very closely with school to manage events such as International Week and supports good communication by providing parents with up-to-date school information.
- The local authority provides 'light touch' support to this good school appropriately. It provides targeted support in the evaluation of the quality of teaching and improving literacy skills in the Early Years Foundation Stage and Key Stage 1.
- The leadership and management of the Early Years Foundation Stage are good. Leaders have analysed the strengths and areas for development so that they can make clear plans to further enhance what the school provides.
- The governance of the school:
  - Governors support and monitor the school's work well. They understand its strengths and what it needs to improve. They receive and scrutinise data both on achievement and the quality of teaching. They are very clear as to why teaching is not yet outstanding. Governors are very involved in making sure the school's expansion is successful. They carefully monitor the school's finances, including the impact the performance management process has on teachers' pay. They ensure that pay progression is well linked to classroom performance. Governors are fully aware of how additional funds provided for the pupils and for sports are allocated. They make sure money is used for the maximum benefit of pupils. Policies are carefully reviewed and their use monitored. Governors make sure safeguarding meets statutory requirements and that relevant documentation, such as risk assessments, are in place. They engage in a range of training provided by both the local authority and school to help them better perform their role. Examples include training on safeguarding, safer recruitment and interpreting achievement data. Two governors are also currently undertaking National Leader of Governance training.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	102016
<b>Local authority</b>	Enfield
<b>Inspection number</b>	431286

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	692
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tony Kramer
<b>Headteacher</b>	Paul Smith
<b>Date of previous school inspection</b>	11 February 2009
<b>Telephone number</b>	020 8360 1001
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