

Grange Park Infant and Nursery School

Lansbury Drive, Hayes, UB4 8SF

Inspection dates 20–21 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils feel valued and safe in this attractive and caring school. Parents are very pleased with the education and welfare the school provides and the helpfulness of staff.
- Senior school leaders, ably supported by governors, have ensured that the quality of teaching and pupils' achievement continue to rise. Leaders make good use of pupils' results to identify areas that need to improve and pupils who need extra support.
- Children in the Nursery and Reception classes get off to a flying start. Skilled adults instil them with confidence and encourage curiosity so they flourish. As a result, they make good progress in their learning.
- The quality of pupils' work is regularly checked. They make good progress in all subjects. They achieve well in reading, writing and mathematics.
- Pupils like coming to school and they behave well. They work and play together sensibly and are keen to get started on their learning activities.
- Teachers plan a range of activities that pupils enjoy and which engage them effectively. They maintain a calm atmosphere and manage their classes skilfully. Teaching assistants make a significant contribution to pupils' learning.
- Disabled pupils and those who have special educational needs get the extra help they need to make good progress. Disadvantaged pupils are supported well and make rapid progress.

It is not yet an outstanding school because

- In writing, pupils do not reach the same high standards as they do in mathematics and reading.
- Occasionally, activities planned for the most able pupils do not challenge them enough.
- Teachers do not always provide clear advice in marking for pupils to know how to improve their work.

Information about this inspection

- Inspectors, often together with the headteacher, observed pupils of all ages engaged in a range of activities in different subjects. They also looked at pupils’ written work in all classes and records of children’s learning in the Nursery and Reception classes.
- Meetings were held with the Chair of the Governing Body, the headteacher and other school leaders. A telephone discussion took place with the school’s improvement partner.
- Inspectors spoke to a group of pupils in Year 2 and informally with other pupils in lessons and around the school. They listened to pupils reading and talked to them about their reading habits.
- Inspectors examined the school’s own evaluation of its performance, its improvement plan, and information about pupils’ progress and attainment. They also examined evidence about the quality of teaching, and records relating to behaviour, safeguarding and attendance.
- The inspector took account of 13 responses to the online questionnaire (Parent View), and the views expressed by parents when they attended a school assembly. Eighteen questionnaires returned by staff were analysed.

Inspection team

Jim McVeigh, Lead Inspector	Additional Inspector
Kanwaljit Singh	Additional Inspector
Jan Keating	Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized infant school. There are two classes in the Nursery, three classes in the Reception year and four classes in both Years 1 and 2. All children attend full time in the Reception and part-time in the Nursery.
- Around a fifth of pupils are of Indian heritage. The remainder come from a wide range of ethnic backgrounds. There are many more pupils than average, around three quarters, who speak English as an additional language.
- Around one in four pupils are supported through the pupil premium fund. This is additional government funding for pupils known to be eligible for free school meals or children who are looked after by the local authority.
- Just under one in five pupils, similar to the national average, are disabled or have special educational needs.
- The school runs a breakfast club.

What does the school need to do to improve further?

- Raise pupils' achievement in writing so that it matches that in mathematics and reading by providing more opportunities for pupils to write in all years.
- Improve the quality of teaching so that it is outstanding overall by:
 - ensuring teachers plan activities that challenge the most able pupils
 - making sure that all teachers use the school's marking policy consistently.

Inspection judgements

The leadership and management are good

- Senior leaders and the governing body have a clear vision and high expectations for the school. There is a strong commitment to ensure that all pupils develop personally and academically. Senior leaders have a clear focus on improving the quality of teaching and raising pupils' achievement.
- Leaders check on the quality of teaching regularly. Teachers and teaching assistants are set targets for improvement. Any salary increases are linked to pupils' progress. Training opportunities, within school, with other schools and external courses, are made available to all staff.
- Staff work well together as a team. Essential information about pupils' progress is shared effectively. Subject, year and other leaders play an important role in checking and improving all aspects within their areas of responsibility. They have good opportunities to develop their leadership skills further by, for example, helping others improve their teaching.
- Pupils who are at risk of falling behind are identified early through regular checks on how well pupils are doing. The extra help planned for them is effective in ensuring they soon catch up with their classmates. Additional government funding is used effectively. For example, disadvantaged pupils are given additional help and experience activities that may otherwise not be available to them. All pupils have equal access to all school opportunities and any form of discrimination is not tolerated.
- The school offers a broad range of subjects. Numeracy and literacy are appropriately prominent in class timetables. Creative planning often combines elements of several subjects into topics that appeal to boys and girls. For example, in 'Rainforests,' pupils studied science, geography and art as well as developing their literacy skills.
- Topics are made exciting for pupils so they are fully engaged and enjoy their work. Examples of motivational experiences include a visit to the seaside and a bird keeper flying owls in the school hall. Drama groups are often used to bring history to life, for example in the 'Florence Nightingale' topic when pupils dressed up as Crimean characters. Art has a prominent place in school. It is weaved through many of the topics and pupils' art work is celebrated and prominently displayed around the school.
- The primary sports funding is used effectively to promote more participation by pupils in physical activity. Specialist sports coaches help teaching staff further develop their own coaching skills. There are sports competitions and activities, including golf and tennis, for pupils. The numbers of pupils enjoying physical activity is increasing.
- Pupils' spiritual, moral, social and cultural development is promoted well through such things as assemblies, religious education and personal, social and health lessons. The wide range of cultural backgrounds within the school community is recognised and celebrated. Pupils learn to accept and respect people from different faiths and cultures. Pupils develop a good understanding of British values, such as democracy and the rule of law, in voting in school council elections and in following the 'golden rules'.
- Parents feel welcome and part of the school community. They report that their children are happy and making good progress. Parents get good information and support to help with their children's learning, for example through regular workshops and opportunities to see teaching in action at the school. 'Curriculum afternoons', when parents can see the standard of work their children can produce, help to raise parents' expectations.
- The breakfast clubs provide pupils with a hot, healthy meal and a safe place to socialise, read and play educational games before school starts.
- An external adviser provides regular reviews of the school's performance so the school gains an objective view of its performance.
- Arrangements for safeguarding meet current requirements. Procedures for the recruitment of staff are robust.
- **The governance of the school:**
 - The governing body has a good range of skills, relevant experience and knowledge of the school's work to hold senior leaders to account for their actions. Governors are well informed about the quality of teaching and pupils' progress through regular headteacher reports and their own visits. They ensure the school stays on track by providing good support and asking searching questions about progress towards targets. They have a good understanding of information on pupils' progress and how this compares with that seen in similar schools.
 - Governors, in association with an external advisor, set robust targets for the performance of the headteacher and ensure the school continues to improve.
 - Governors ensure the school uses its finances prudently and to the best advantage of pupils. They ensure the school's pay policy is linked to teachers' performance and that the pupil premium has a

positive impact on the achievement of disadvantaged pupils. They ensure all their legal responsibilities are carried out, including checking that safeguarding procedures are rigorous and fully in place.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Staff, parents and pupils agree that behaviour is consistently good. Pupils are happy to come to school. They say they like learning new things and having friends.
- Pupils say there is no bullying or name-calling. They are confident that teachers would sort out any such incidents quickly. They all have an adult they can turn to if they feel unhappy.
- At playtimes and around the school, pupils are polite and courteous and play amicably together. In the dining area, children are well mannered and noise levels are low. Pupils know the 'golden rules' and are eager to earn 'golden time'. They say teachers apply the rules fairly.
- Pupils have positive attitudes to learning. They show good motivation and work well individually, in groups or in whole-class activities. Occasionally, when teaching is less effective, a few pupils can lose concentration. However, they quickly respond to reminders from adults.

Safety

- The school's work to keep pupils safe and secure is good.
- The school site is secure and visitors are vetted before gaining access. Corridors and play areas are well supervised. Pupils say they feel safe in all areas of the school.
- School safety procedures are effective and followed closely. During a fire alarm, staff and pupils vacated the building quickly and calmly. The school's kitchen has been awarded the highest rating for food hygiene by the local authority.
- Pupils are learning how to stay healthy and safe, for example when crossing the road.
- Attendance is steadily improving. Regular attendance is promoted well. School staff have worked successfully with some families to improve the attendance of those pupils who find it difficult to attend school regularly. Absences are followed up promptly by the school and punctuality is good.

The quality of teaching is good

- Teachers expect pupils to behave well and work hard. They maintain a calm, authoritative presence in all areas of the school. Good relationships between pupils and staff are well established so that pupils feel safe and secure in a good climate to learn. Behaviour is managed well and pupils respond to instructions promptly.
- The school's emphasis on improving speaking English pervades the school. Teachers in all years model speech deliberately and clearly so that pupils are constantly reminded how to maintain high standards of written and spoken English. Teachers take every opportunity to extend pupils' vocabulary and multilingual staff support pupils' learning of English well. Pupils are regularly encouraged to talk to improve their speaking and listening skills and to prepare for writing.
- Teachers usually plan a good range of activities that engages pupils effectively. Pupils in a Year 1 mathematics session thoroughly enjoyed learning how to count in multiples of five, which involved calculation and ordering themselves correctly in a line.
- Teachers support disabled pupils and those who have special educational needs well. Teaching assistants are well trained and skilful. Their support is highly effective in helping pupils to consolidate and deepen their skills in reading, writing and mathematics.
- Teachers usually question pupils skilfully to make them think hard. Pupils in Year 2 were effectively encouraged to justify their answers when discussing a poem about the sea.
- Teachers mark written work regularly. Pupils understand the marking system and that they should respond to teachers' advice and extension questions in green ink. All teachers praise pupils' efforts and achievements. Some marking provides very good guidance and advice on how to improve, but this is not consistent across the school. Teachers work with other schools to ensure their checks on pupils' work are accurate.

The achievement of pupils

is good

- Pupils from all ethnic backgrounds make good progress throughout the school. Pupils have skills and abilities below those that are typical, particularly in literacy, when they start school. By the end of Year 2, they reach standards in reading, writing and mathematics that are in line with national averages. Pupils' attainment in all three subjects has improved over time.
- Phonics (the sounds letters make) is taught well, beginning in the Nursery. Accurate modelling by teachers and regular opportunities to pronounce letters and words are effective in developing pupils' skills in pronouncing words. In the 2013 and 2014 national phonics screening checks, more pupils reached the expected standards than seen nationally.
- The school promotes a love of reading as soon as children start school in the Nursery. They choose and take a new book home each week and parents are advised on how to help their children with reading. In all classrooms, there are inviting reading corners and an exciting new library entices pupils to browse and select books to borrow. The school runs a successful programme based around their 'learning library' to develop pupils' reading skills through games, books and exercises and involves parents closely.
- Disabled pupils and those who have special educational needs make good progress. The school quickly identifies their individual needs early on. Teachers have the necessary skills to distinguish special educational needs from difficulties pupils have in acquiring English. Effective plans are in place to provide these pupils with extra support. For example, skilled questioning from teaching assistants in a writing support group was very effective in checking pupils' understanding and identifying what to do next to improve.
- Pupils who have English as an additional language are supported well through a strong and well-managed programme to develop their speaking and listening skills quickly. Pupils also gain confidence in speaking and their sentence structure improves significantly. They are helped to make similar progress to their classmates in reading, writing and mathematics.
- Additional government funding is spent effectively to support disadvantaged pupils through extra help in learning and activities that enrich their life experiences. Pupils eligible for support make rapid progress in reading, writing and mathematics. The attainment gaps between them and their classmates have closed in all three subjects. Gaps with other pupils nationally have closed in mathematics and are closing in reading and writing.
- The school provides regular opportunities for the most able pupils to work together on more challenging activities. For example, pupils worked hard when they studied the structure of the solar system and researched Neil Armstrong. Although the most able pupils make good progress in reading, writing and mathematics, not all activities provide sufficient challenge, so a few of them do not make as rapid progress as they could.
- Pupils achieve better in reading and mathematics than they do in writing, although current work seen in books show their writing is getting better. They do not have enough opportunities to improve their writing, considering the low levels of literacy they begin with.

The early years provision

is good

- The leadership and management of the early years are good. Leaders ensure children are well cared for and kept safe. Staff are very well trained. They have high expectations of what children can achieve. Most children make good progress and many make outstanding progress. As a result of improved teaching, training for teaching assistants and workshops to help parents, children's achievement has improved over time.
- The school's accurate checks show that children start school with skills and abilities that are significantly below levels typical for their age. Speaking skills are the lowest, reflecting the high number of children who have English as an additional language. Staff follow children's progress closely to ensure activities are planned that will effectively help all children in the next steps in their development. Children make good progress in all areas, particularly in mathematics. Attainment in literacy is lower than in other areas. The proportion of children who reach a good level of development before they enter Year 1 is increasing but is still below the national average.
- Adults help children to settle in quickly, including through home visits and encouraging parents to stay with their children when they first start school. Staff form strong relationships with parents, providing regular updates on progress and guidance on how to support teaching at home. Children enjoy coming to school. They play amicably, sharing equipment fairly, and show good behaviour. They quickly learn to

follow routines and teachers' instructions and learn how to do things for themselves.

- The well-organised, stimulating and welcoming environment contributes very well to children's outstanding engagement. Indoor and outdoor areas are full of vibrant displays, materials and resources that motivate children well. There are many opportunities to learn how to pronounce letters, to recognise numbers, learn to count and start to write and read. On one occasion, when children walked into the Nursery classroom, their eyes lit up at the array of activities prepared for them. They persevered with their chosen tasks and thoroughly enjoyed them, from learning the names of shapes to 'bandaging injured arms' and checking heart rates with a stethoscope in the 'doctor's surgery'.
- Adults frequently encourage children to converse and make children of all abilities think hard. As a result, children who have English as an additional language, those who are disabled or who have special educational needs and children of different abilities make good or better progress. They are well prepared to start Year 1.

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	102433
Local authority	Hillingdon
Inspection number	443779

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

Type of school	Infant
School category	Foundation
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	480
Appropriate authority	The governing body
Chair	Susan Leigh
Headteacher	Kiran Thapar
Date of previous school inspection	22 March 2011
Telephone number	0208 573 2021
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