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Mrs M Webb and Ms D Valcheva
Headteachers
Grange Primary School
Webb Street
London
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Dear Mrs Webb and Ms Valcheva

Short inspection of Grange Primary School

Following my visit to the school on 11 July 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since your school was judged to be good in October 2012.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the previous inspection. You, your leadership team and governors have addressed the key priorities for improvement identified by the previous inspection. For example, you have successfully ensured that the most able pupils are fully challenged and make the progress of which they are capable. You have not hesitated to take robust action when required to improve the quality of teaching. This action includes, for example, bringing in new teachers to strengthen the staff team and developing leadership skills across the school. With governors, you have evaluated the school's performance accurately and set ambitious targets, as shown in the school's improvement plan. These features, alongside the building of new facilities, show that the school has good capacity for further improvement.

Pupils enjoy a stimulating curriculum which is reflected well in each classroom across the school. The variety and range of extra-curricular clubs promotes pupils' interests effectively. The clubs are very popular and well attended. Pupils say that they are happy to come to school and to be with their friends. They trust adults at the school and they know that they will be safe. Many pupils join the school during the school year. Pupils explained that new children are welcomed, no matter what their background or life experience. This was just one example of the typically thoughtful, generous and positive attitudes pupils have towards each other. Pupils are friendly and polite, reflecting the school's core values of hope, love, cooperation and respect.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. Staff manage pupils' well-being meticulously. Leaders work with outside agencies and liaise with them quickly in order to keep pupils safe and to meet any need that arises. Leaders manage concerns sensitively and effectively. All staff, including staff who are newly appointed, have a secure knowledge and understanding of current safeguarding guidance and procedures. Pre-employment checks on adults working at the school meet statutory requirements

Staff training is up to date and their safeguarding practice is effective. Leaders have made sure that pupils know whom to speak to if they have any concerns. As a result, pupils have a clear understanding of the actions they can take to keep themselves safe; this includes when using new technology and staying safe online. Governors carry out appropriate checks on safeguarding during the school year.

Inspection findings

- The first focus for this inspection was to evaluate the effectiveness of strategies to improve the teaching of phonics in the early years foundation stage and key stage 1. This is because Year 1 pupils' achievement in phonics fell in the last academic year.
- The majority of children begin school with skills that are below or well below those typical for their age. In some cases, children are at an early stage of learning to speak English. Also, last year, the number of pupils joining Reception at different times during the school year was high. From these starting points, effective teaching of phonics has enabled the great majority of pupils who were in Reception last year to catch up to where they should be by the end of Year 1. The same is true for pupils currently in Year 2. Pupils from Years 1 and 2 demonstrate good reading skills and are able to use their knowledge of phonics well.
- The second inspection focus evaluated the effectiveness of leaders' actions in improving the progress of the most able pupils, particularly in reading. This is because, in 2016, the most able pupils did not make the same progress as their peers nationally by the end of key stage 2.
- Observations of learning in classrooms, listening to pupils reading and reviews of pupils' literacy books show that the most able pupils, including the most able disadvantaged pupils, are now making good progress. Leaders are aware of the need to sustain these gains so that progress remains consistently strong throughout the school.
- Pupils across the school enjoy reading and read fluently and accurately. The most able pupils demonstrate sophisticated reading skills. They understand and can explain writers' methods, such as introducing humour, developing a character and involving the reader.
- Finally, the inspection focused on the impact and effectiveness of the new

behaviour policy that leaders implemented at the beginning of the year. Leaders decided to use fixed-term exclusions as one of the sanctions for dealing with disruptive behaviour. Leaders wanted to send the message that disruption to learning was not acceptable.

- Leaders acknowledge that the number of fixed-term exclusions was high in 2016/17 but say that the new measures have been effective. Pupils' behaviour has improved. During the inspection, pupils were observed to behave impeccably in lessons, in the playground and around the school. Pupils told me that they are now able to concentrate better in lessons and make better progress.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the most able, including most-able disadvantaged pupils, continue to make strong progress across the school, particularly in reading
- the impact of improved phonics provision is sustained.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Southwark. This letter will be published on the Ofsted website.

Yours sincerely

Martin Roberts
Ofsted Inspector

Information about the inspection

- The inspector held meetings with you, the safeguarding lead, middle leaders and members of the governing body, as well as a representative from the local authority.
- He observed children's behaviour around the school and at playtime.
- Teaching was observed in a range of year groups.
- The inspector evaluated pupils' progress by looking at their work in class, their books and by listening to pupils read.
- The inspector met with groups of pupils formally and informally to understand their views about the school.
- He evaluated information and documentation about pupils' behaviour, attendance, safeguarding and progress.
- He considered the views of 15 parents who replied to Parent View, Ofsted's questionnaire for parents. There were no replies to the pupil or staff questionnaire.