

Inspection of Grange Primary School

Suffolk Road, Plaistow, London E13 0HE

Inspection dates: 13 and 14 December 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy school. School staff and pupils treat each other with respect and kindness. Pupils feel safe and are safe. Leaders have high expectations. They require pupils to behave well. Pupils live up to these ambitions, and as a result, behaviour is calm and orderly. Leaders and teachers encourage pupils to do their best. Pupils focus well in lessons and are enthusiastic about learning.

Pupils know what bullying is and say it rarely happens. If bullying does occur, leaders deal with it swiftly and effectively. Pupils trust staff. They know they can talk to an adult in school if they have a problem.

Pupils are taught about democracy. They vote for their peers to take on positions of responsibility. For example, pupils have opportunities to be members of the school council and sports ambassadors.

Pupils are taught about different faiths and cultures. Pupils visit different places of worship and visiting speakers from a range of faiths share their knowledge with them. Pupils are encouraged to understand and respect different beliefs and customs.

Leaders provide a range of clubs, including gardening, art, games and multi-skills. These activities support pupils to develop their talents and pursue their interests.

What does the school do well and what does it need to do better?

Leaders make reading a priority. Pupils are read to daily. This is to foster a love of reading. Leaders make sure that pupils learn to read as quickly as possible. Teaching staff are well trained in early reading. They teach reading consistently well. They use assessment information to decide what pupils need to learn next in phonics. Pupils read books matched to the sounds they have learned. Pupils use their phonic knowledge to read unfamiliar words. Pupils who need extra support receive help to keep up.

Leaders have put a well-structured curriculum in place. They have identified what they want pupils to learn and this is broken down into logical steps. Pupils are well prepared for the next stage of their education. However, in some subjects, leaders have not identified the key vocabulary they expect pupils to learn. This means that sometimes pupils find it difficult to explain their knowledge and understanding with accuracy and precision.

Leaders make sure staff have the subject knowledge needed to deliver the curriculum. As a result, typically, teachers teach curriculum content clearly. However, at times, in some subjects, activities do not help pupils to develop the important knowledge and skills that leaders intend. This means that pupils cannot apply their understanding of the subject being taught in their work.

In the early years, children get off to a good start. Leaders ensure pupils have the knowledge and skills they need for Year 1. For example, children have frequent opportunities to practise early number skills independently. Across the school, classrooms and learning spaces are safe and stimulating places to learn.

Pupils recall mathematical knowledge well. This is because they revisit and practise using different calculations regularly. Staff select appropriate resources which help to deepen and secure pupils' understanding.

Pupils with special educational needs and/or disabilities (SEND) are supported effectively to access learning alongside their peers. Leaders and teachers work well with parents and carers so that pupils' needs are met. Outside agencies provide expert support. This helps leaders and teachers to adapt the curriculum appropriately. Leaders ensure that pupils with SEND develop independence and learn well.

Leaders have established clear systems to support behaviour. This means learning is rarely interrupted. Personal, social, health and economic education is well structured. Leaders aim for pupils to become responsible and respectful citizens. Pupils are taught about the importance of respect and rule of law. They value and explore others' views. For example, in Year 6, pupils discuss differing viewpoints of the same events in history.

Governors are ambitious for the school. They work closely with leaders and make appropriate decisions. Staff feel supported by leaders to manage their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding across the school. Leaders understand the risks pupils may face in the local community. They invite visiting speakers such as police officers to talk to pupils about issues such as the dangers of county lines and knife crime. Leaders teach pupils how to stay safe on- and offline. Leaders engage well with outside agencies and safeguarding partners. Leaders identify and support pupils and their families who may be at risk. Staff receive regular training. They report concerns quickly. Governors understand their statutory duties. They carry out robust checks on staff before they are appointed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the activities given to pupils do not align closely with the knowledge and skills leaders want pupils to know and remember. This means that pupils do not routinely apply their knowledge to their current task. Leaders need

to ensure that activities enable pupils to develop the knowledge and skills that they want pupils to know and remember.

- In some subjects, leaders have not identified important vocabulary across the curriculum. This means that pupils find it difficult to articulate their knowledge and understanding. Leaders need to make sure that key vocabulary is identified and builds over time across the curriculum so that pupils know, remember and use it effectively.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102723
Local authority	Newham
Inspection number	10255365
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair of governing body	Sarah Ruiz
Headteacher	Dellis Smith
Website	www.grange.newham.sch.uk
Date of previous inspection	17 November 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not make use of any alternative provision.
- The chair of governors and many members of the governing body have taken up their posts since the previous inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and members of the senior leadership team to discuss school development, behaviour logs and attendance.
- Inspectors met with representatives of the governing body. They also met with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics,

art and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work.

- Inspectors also considered some other subjects and examined samples of pupils' work.
- Inspectors considered the views of pupils, parents and staff gathered through discussions and Ofsted's online surveys.
- Inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with pupils and staff.
- Inspectors reviewed a wide variety of documentation provided by the school. This includes the school improvement plan, leaders' self-evaluation, curriculum information and school policies.

Inspection team

Deborah Walters, lead inspector

His Majesty's Inspector

Sacha Husnu-Beresford

His Majesty's Inspector

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