

Inspection of Grange Primary School

Welbeck Road, South Harrow, Harrow, Middlesex HA2 0RY

Inspection dates: 25 and 26 April 2023

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

What is it like to attend this school?

Confidence and consideration, 'The Grange Way', underpin pupils' daily experience. Pupils, including those with special educational needs and/or disabilities (SEND), enjoy coming to school and form strong relationships with staff. New pupils quickly settle into this welcoming community. Expectations of behaviour are high and consistently applied. As a result, pupils behave well, and learning is not interrupted. Pupils trust staff and are confident to raise any concerns they may have. Pupils feel safe and are kept safe at school.

The curriculum is typically broad and ambitious. Pupils are expected to work hard. They rise to these expectations and produce work of good quality in different subjects. Pupils are well prepared for the next stage of their education.

Pupils benefit from a wide range of activities. For example, they can develop their interests in table tennis, art, gardening, football, ballet, and archery. There are opportunities to represent the school in sports tournaments and debating competitions. Pupils readily take on positions of responsibility as lunchtime monitors or on the school council. They are proud of their work. For example, the school council has worked with the catering manager to revise the lunchtime menu and is currently setting up a school radio station.

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

Leaders have ensured that reading is a priority. Staff have been well trained to implement the new phonics programme with precision. They model sounds accurately to pupils. Weaker readers, including those new to English, are swiftly identified and well supported. They have sufficient time to practise reading using books that are well matched to the sounds they have learned. Pupils develop into accurate, fluent and confident readers who enjoy reading and being read to.

In almost all subjects, the curriculum is broad and ambitious. Leaders have identified the important concepts that pupils need to learn. These are logically organised so that pupils have time to practise, embed and apply ideas before progressing to more challenging learning. For example, in mathematics, children in early years learn to add and subtract. They use this knowledge of number when learning to multiply and divide. This helps older pupils to recognise equivalent fractions. Similarly, in history, children in early years learn the concepts of past, present and future. This helps older pupils build an increasingly complex chronology about different groups that invaded Britain such as the Romans, Saxons and Vikings.

However, in a few subjects, aspects of the national curriculum have been omitted or not fully considered when identifying what pupils will learn. In these instances, pupils do not develop as deep a body of knowledge and understanding.

Teachers have strong subject knowledge. They check pupils' understanding of what has been learned. Any errors or misconceptions are swiftly identified and addressed so that they do not persist.

Staff have been trained to recognise different needs. As a result, pupils with SEND are swiftly identified and typically well supported. Teachers make appropriate adaptations to tasks and activities to support pupils to access the same ambitious curriculum as their peers wherever possible.

Two new specialist classes cater for pupils with more complex needs. Within this provision, pupils receive appropriate interventions delivered by well-trained staff. However, the specific strategies and approaches used are less well understood by other staff. As a result, when pupils who access this provision are learning alongside their peers, teachers do not consistently reinforce what these pupils need.

Behaviour around the school and in the playground is typically calm and orderly. Staff provide effective support for pupils who need extra help to focus and regulate their behaviour. Leaders have rightly prioritised improving pupils' attendance. Effective systems are in place and families for whom this remains a priority have been identified.

Pupils' broader personal development is well catered for. Pupils learn about the importance of maintaining good physical and mental health. The curriculum helps pupils to understand what constitutes healthy and respectful relationships and the importance of tackling discrimination. Leaders help pupils to think about their future, for example by organising a careers day where pupils attend workshops and practise interview skills. Older pupils have also visited universities and had support to write their first thesis.

Leaders and governors, supported by the local authority, have worked effectively to address the weaknesses identified during the previous inspection. Leaders understand the school's strengths and have identified appropriate priorities to secure further improvement.

Staff, including those at the start of their careers, are rightly proud to work here. They value the opportunities they have to develop as teachers and leaders. They appreciate the efforts made by leaders to manage workload and maintain well-being.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Training reflects the latest statutory guidance. Staff understand the importance of safeguarding and recognise the signs that might suggest a pupil is at risk of harm. They know how to report any concerns that arise. Leaders take referrals seriously and work with a wide variety of external agencies. These include specialist services providing support to pupils who are

young carers or who need support following bereavement. Pupils and their families receive the support they need in a timely way.

The curriculum has been designed to help pupils understand how to stay safe. For example, pupils learn about the risks of working online. Older pupils have worked with police officers to understand the risks of gang affiliation, sexual harassment and knife crime.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not sufficiently considered specific aspects of the curriculum within a few subjects when identifying what pupils need to learn. In these instances, pupils do not develop a deep body of knowledge and understanding. Leaders should ensure that the curriculum in these subjects reflects the full breadth of what is expected nationally.
- The specialist provision for pupils with SEND is at the early stages of development. Class teachers do not consistently understand their roles in supporting these pupils when in their mainstream classrooms. Leaders, including those responsible for governance, need to check that the provision for these pupils is consistently implemented.

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	102202
Local authority	Harrow
Inspection number	10255410
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	476
Appropriate authority	The governing body
Chair of governing body	Carol Kirkland
Headteacher	Daniel Kerbel
Website	www.grange.harrow.sch.uk
Date of previous inspection	5 and 6 June 2019, under section 5 of the Education Act 2005

Information about this school

- The chair of the governing body took up her post last term.
- The breakfast club and after-school provision are operated by the school.
- The school does not use any alternative provision.

Information about this inspection

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.
- The inspection team completed deep dives in these subjects: reading, mathematics, art, history and physical education. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work. Inspectors also considered the curriculum in other subjects as part of this inspection.

- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- Inspectors met with senior leaders, a range of subject leaders, teachers, and the safeguarding and attendance officers.
- Inspectors met with representatives of the governing body, including the chair and vice-chair of governors. Discussions were also held with a representative of the local authority.
- The inspection team reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The views of pupils, parents, and staff, as gathered through discussions and Ofsted's surveys, were considered.

Inspection team

Nick Turvey, lead inspector	His Majesty's Inspector
Allan McLean	Ofsted Inspector
Una Buckley	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023