

Inspection of Porters Grange Primary School and Nursery

Lancaster Gardens, Southend-on-Sea, Essex SS1 2NS

Inspection dates: 8 and 9 May 2024

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 Good

The principal of this school is Debbie Henley. This school is part of Portico Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Cheryl Woolf, and overseen by a board of trustees, chaired by Karen Packer.

What is it like to attend this school?

Pupils are polite and responsible. Their views about school life are listened to. They contribute well to the school's happy, calm and warm ethos. Pupils enjoy school. They like each other's company and are respectful of the differences between them. Pupils play happily with their friends at breaktimes. They join in with the many activities available. Pupils learn well, work hard and listen to the adults that support them.

The school has high expectations of pupils. Relationships in school are very positive and caring. Pupils know the routines for behaviour in school, 'ask, remind, consequence'. They respect these rules. As a result, pupils behave well.

Pupils concentrate on their learning. They work hard in a productive and supportive environment. They work with their partners, independently and in groups. They have positive attitudes to their work and take pride in their learning, discussing it confidently.

Pupils feel safe. They understand how to keep themselves safe, particularly when working online. They know that adults in school are there to help and support them. Pupils are confident that staff will intervene if they have any concerns.

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

The curriculum is ambitious and clear about the knowledge pupils need to learn. For example, vocabulary for each topic is planned out in detail and referred to by staff. This helps pupils gradually improve their understanding of the concepts and ideas they learn.

Teachers introduce new knowledge at the right time so pupils build their learning well. They ask questions and discuss important information. Teachers have good subject knowledge of the subjects that they teach. They review previous learning and check what pupils know and can do in most lessons.

In some curriculum subjects, assessment is not yet well developed and the school does not check precisely what pupils have learned. Consequently, pupils develop gaps in their learning and do not make the progress they are capable of in these areas of the curriculum.

Many pupils do not speak English as their first language. Many join and leave the school throughout the year. The school puts effective support in place to help new pupils learn the ropes. This helps new pupils progress well from their various starting points. This includes pupils with special educational needs and/or disabilities (SEND). As a result of the frequent changes in pupil cohorts, end of key stage 2 outcomes do not reflect the high quality of education on offer.

The school promotes reading very well. Pupils read regularly and enjoy discussing their favourite books and authors. They like the school library and the many opportunities they have to read during the school day. They learn about the world, and the different people who live in the world in the books they read. The school has put in place a consistent and effective early reading curriculum. Children learn to read and recognise sounds in words quickly. They use these sounds to write their own words independently. Pupils who need support to keep up with the school's reading expectations receive it quickly. As a result, pupils learn to read accurately.

Pupils behave very well. The school has high expectations of pupils' behaviour. These expectations are applied consistently. Pupils work in a calm and orderly environment. There are routines and rules, which pupils respect. Consequently, learning time is not lost to poor behaviour.

Children in the early years make a good start to their education. The school rightly prioritises the development of children's language. Adults model and introduce new words to children. Teachers then plan learning opportunities to ensure that children use and practise new words in their play and learning. There are effective routines in place. As a result, pupils are confident learners and well prepared for Year 1.

The school identifies and supports pupils with SEND well. They are provided with a range of expertise and support by the school. This includes additional provision in school with specialist resources and adults. Pupils have time and help to work on their individual targets. As a result, pupils with SEND make progress and become resilient learners.

The programme for pupils' personal development is a strength of the school. Staff ensure that pupils learn about a range of roles they can undertake when they are older. The school's careers programme demonstrates well what is possible for pupils. Pupils learn how to take care of their mental and physical health so that they become active, positive citizens of the school and the world.

Leaders, including trustees, work together effectively to improve the school. They know the school and pupils well. They support staff with their workload and provide appropriate training so that they can teach well. Staff appreciate this support and are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some curriculum areas, staff do not check systematically what pupils know and can do. As a result, pupils develop gaps where content has not been learned well. This means that pupils find it harder to tackle new learning. The school must

ensure that staff receive the appropriate guidance they need to assess learning effectively in all areas of the curriculum so that pupils can make good progress across the whole curriculum.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 142683 |
| Local authority | Southend-on-Sea |
| Inspection number | 10323762 |
| Type of school | Primary |
| School category | Academy sponsor-led |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 415 |
| Appropriate authority | Board of trustees |
| Chair of trust | Karen Packer |
| Principal | Debbie Henley |
| Website | www.portersgrange.co.uk |
| Dates of previous inspection | 21 and 22 November 2018, under section 5 of the Education Act 2005 |

Information about this school

- The school runs a breakfast club for its pupils.
- The school uses two approved alternative providers. One is registered and one is unregistered.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID 19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, mathematics, art, geography and music. For each deep dive, the inspectors discussed the curriculum with

leaders, looked at leaders' planning, visited lessons, looked at pupils' work with leaders, spoke to pupils and spoke to teachers.

- Pupils were observed reading to familiar adults.
- Inspectors met with the principal, other senior leaders and members of staff. Meetings were also held with those responsible for governance and the school's improvement partner.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding.
- The inspectors took account of 92 responses to Ofsted Parent View, Ofsted's online survey for parents, including 17 comments from the free-text facility. The inspectors also considered 51 responses to Ofsted's survey for staff and 61 responses from pupils.
- Inspectors spoke to staff at the alternative provisions that the school uses to discuss the provision.
- Inspectors also met leaders with responsibility for pupils with SEND, behaviour and attendance, and pupils' personal development.

Inspection team

| | |
|------------------------------|------------------|
| Debbie Rogan, lead inspector | Ofsted Inspector |
| Mike Wade | Ofsted Inspector |
| Ruth Brock | Ofsted Inspector |

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