

# Inspection of a good school: Grange Park Infant and Nursery School

Lansbury Drive, Hayes, Middlesex UB4 8SF

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Inspection dates:

5 and 6 June 2024

## **Outcome**

Grange Park Infant and Nursery School continues to be a good school.

## **What is it like to attend this school?**

Pupils are happy here. In the playground, they play amicably and safely together with the range of equipment and toys provided. Pupils take pride in helping each other. Pupils in Year 2 help children in the early years to learn the rules and routines when they join the school. Pupils treat each other with kindness. Elected pupil school council representatives listen to their peers and share their ideas for fundraising and ways to improve the school.

The school encourages pupils to respect differences and to make everyone feel welcome here. For example, at story time, teachers read books about characters from a wide range of backgrounds. The school provides effective support, including for pupils who speak English as an additional language and those at the early stages of learning to speak English, to help all pupils achieve well and meet the school's high academic expectations.

The school provides a range of experiences to compliment the curriculum. For example, there are planned educational visits to museums and a beach to support pupils' learning in history and geography. Visits to the school from Olympic athletes and local sports clubs inspire pupils to try out a range of sports. A recent visit from a local farm was an opportunity for pupils to gain knowledge about how to care for the natural world and challenge themselves by handling various reptiles and farm animals.

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

The school instils a love of reading in pupils. Pupils listen to stories frequently. Pupils' faces light up when they talk about stories and the books they read in class. The school places high importance on early reading and phonics. Phonics teaching is securely matched to pupils' knowledge of letters and the sounds they make. Pupils have frequent opportunities to practise reading books that correspond to the sounds they know. The school checks that pupils keep up. If they struggle, they receive additional teaching and opportunities to practise. The school provides information for parents and carers to help them support with reading at home.

Pupils learn a broad range of subjects in line with the requirements of the early years foundation stage and the national curriculum. The school has decided the most important knowledge and vocabulary that pupils should know and remember. Typically, subject content is sequenced logically, building on prior learning. For example, in the early years, children learn to count from the number one upwards. In Year 1, pupils learn to count in multiples of 10 and one. In Year 2, pupils create tally charts using strategies to count in multiples of five and one. Published outcomes in mathematics show that pupils achieve highly. On occasion, curriculum thinking does not identify as clearly the key knowledge that pupils need to know. As a result, sometimes work pupils are set does not ensure that the most important subject knowledge is learned and remembered. Where this is the case, pupils do not learn as well as they could.

Mostly, pupils are helped to remember important subject vocabulary through effective recall and revisiting. Checks on pupils' knowledge and skills are used to inform what pupils learn next. Pupils with special educational needs and/or disabilities (SEND) receive effective adaptations to help them learn the curriculum. Pupils who need additional or specialist support receive it from well-trained school staff and external professionals. School staff value the training they receive and the consideration leaders have for their workload when decisions are made.

Pupils know the routines and expectations of the school. Typically, low-level disruption does not interrupt learning. The school makes parents and pupils aware of the importance of consistent school attendance. The school monitors absences systematically. This includes for children in the Nursery. If absence becomes a concern, the school takes appropriate action. This includes exploring ways to find support for families and utilising local authority services. The school's actions are helping to reduce persistent absences. The governing body has appropriate strategic oversight of the school. Members of the governing body know their responsibilities. They provide effective support and challenge.

Pupils are taught to recognise and talk about their feelings. They are taught how to treat others and what it means to be a good friend. The school teaches pupils important messages about safety, including age-appropriate information about privacy. Pupils have access to a range of extra-curricular clubs. These include sports and art and crafts.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Sometimes, curriculum thinking does not identify some of the key knowledge that pupils need to know for future learning, as this is not made routinely clear. Therefore, work pupils are set does not ensure that the most important subject knowledge is learned and remembered. The school must ensure that all important subject

knowledge is identified and sequenced. Subject thinking must be focused to ensure that pupils learn and remember important subject knowledge.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2014.

## 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 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

<b>Unique reference number</b>	102433
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10345807
<b>Type of school</b>	Infant
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	351
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dominic Honey
<b>Headteacher</b>	Kiran Thapar
<b>Website</b>	<a href="http://www.gpin.school">www.gpin.school</a>
<b>Date of previous inspection</b>	13 March 2019, under section 8 of the Education Act 2005

## Information about this school

- The school runs a breakfast club provision for pupils on the school's roll.
- A high proportion of pupils speak English as an additional language.
- The school does not use alternative provision.

## Information about this inspection

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.
- The inspector held meetings with representatives of the governing body, the headteacher and other senior leaders. The inspector also spoke with a representative of the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, the inspector held discussions about the curriculum, visited a

sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspector: 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 that puts pupils' interests first.
- The inspector visited the playground and dining hall to observe behaviour.
- The inspector reviewed parent and staff responses to Ofsted's online surveys.

### **Inspection team**

Andrea Bedeau, lead inspector

His Majesty's Inspector

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