

Inspection of a school judged good for overall effectiveness before September 2024: Grange Primary Academy

Jean Road, Kettering, Northamptonshire NN16 0PL

Inspection dates:

22 and 23 October 2024

Outcome

Grange Primary Academy has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Chris Latimer. This school is part of United Learning 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, Sir Jon Coles, and overseen by a board of trustees, chaired by Christian Brodie.

What is it like to attend this school?

Pupils and staff at this inclusive community school live the values to 'be responsible, be kind, be respectful, be ready'. Pupils talk about helping each other out and playing together. They enjoy taking on various class responsibilities, such as handing out toast at breakfast club. They feel they are part of the school community. Most parents and carers agree that, if they have any concerns, they can talk with a member of staff and any issues will be sorted.

The school helps pupils understand how they are feeling. The 'regulation stations' in each classroom give pupils the chance to calm down and get ready to learn. Pupils know that if they need extra help, they can go to one of the many calm spaces. Pupils feel safe in school. They say that if they are worried, they can tell an adult who will help them.

The school is determined that pupils get to experience a wide range of opportunities. The 'Grange Guarantee' means that every pupil takes part in activities, for example being an interviewer or performing a poem. This helps pupils to develop their confidence and gives them the skills they need to be successful as they get older.

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

The school makes sure that pupils' needs are met right from the start. Children in Nursery develop their communication and language skills quickly during daily sessions and this

helps them to improve their vocabulary. For instance, they talk about the 'pointy bits' on a triangle. Meanwhile, children in Reception learn how to use sounds to build words. Adults remind them how to hold a pencil and help anyone who is struggling. Parents are welcomed in to support their children as they learn. As pupils become more confident readers, they learn how to read fluently. Staff model this process well. Any pupils who fall behind with their reading get extra help that is focused on the sounds they need to learn.

The school has worked with the trust to continue to develop the writing curriculum. Pupils learn about grammar, punctuation and spelling and then practise these skills in their writing. This helps them to become better writers. However, the mistakes that pupils sometimes make are not always noticed. This means that some pupils do not get enough opportunities to practise and improve.

Teachers know how important it is for pupils to know the basic skills of mathematics. They make effective use of their good subject knowledge, for example to teach pupils how to multiply numbers. Pupils benefit from following the teacher and practising together before they complete their own work. Teachers spot any pupils who struggle in mathematics and give them close support.

The curriculum identifies what pupils need to know. Pupils are encouraged to remember key information, for example by singing songs and repeating rhymes. Checks of what pupils can remember are used to identify and plug any gaps. School and trust leaders continue to review the curriculum. They have made recent changes to what pupils learn and when. As a result, current pupils have a secure knowledge of mathematics and spellings, although this is not reflected in the most recent published information about these areas.

Pupils' individual needs are identified carefully and catered for appropriately, including any pupils who join the school mid-year. Specialist teachers of pupils with special educational needs and/or disabilities make sure that staff know how best to support these pupils so that they can learn the same curriculum as their peers. For example, some of these pupils have 'brain breaks' and use pictures to help them understand key words.

Pupils enjoy coming to school and say that teachers are kind. Attendance is a priority for the school. Strong relationships between the school and parents mean that more pupils now come to school more often.

Pupils appreciate the many opportunities they have to get involved. They like to read in the school's vibrant library. They enjoy assemblies and love the trips they go on, such as to the seaside. Many visitors come to school. For example, the local police teach pupils about tolerance and how to stay safe in the community. Pupils explore healthy lifestyles when they learn to ride a bike.

The trust works hand-in-hand with local governors and school leaders to help them focus on the right areas that need to improve. Staff feel part of a team and know they are trusted to do their job. They know the door is always open when they need help.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and the appropriate authority)

- Teachers do not always identify errors in pupils' spelling, grammar and punctuation. This means that some pupils do not get sufficient opportunities to practise using these skills so that they become competent writers. The school needs to ensure that teachers provide frequent occasions for pupils to practise their writing so that they learn to use and apply their spelling, grammar and punctuation skills with accuracy.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in March 2019.

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

Unique reference number	139585
Local authority	North Northamptonshire
Inspection number	10347567
Type of school	Primary
School category	Academy special sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	Board of trustees
Chair of trust	Christian Brodie
CEO of the trust	Sir Jon Coles
Headteacher	Chris Latimer
Website	www.grangeprimaryacademy.org.uk
Date of previous inspection	7 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school currently uses one unregistered alternative provider.
- The school operates a breakfast club on the premises, overseen by the board of trustees.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the inspector met with a trust regional director and the chair of the board of trustees.

- The inspector met with the headteacher, the deputy headteacher and other senior leaders.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of work. She also heard some children reading to a familiar adult.
- The inspector met with leaders responsible for pupils' personal development and attendance, and leaders responsible for the provision for pupils with SEND.
- The inspector observed pupils' behaviour in lessons and around school.
- The inspector considered the responses to Ofsted's online survey, Ofsted Parent View, and the results of the Ofsted surveys for staff and pupils. She also met with groups of staff and pupils.
- 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.

Inspection team

Ann Davey, lead inspector

Ofsted Inspector

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