



Grange Park Primary School

Inspection Report

Unique Reference Number 102016
LEA Enfield LEA
Inspection number 276636
Inspection dates 15 November 2005 to 16 November 2005
Reporting inspector Beryl Richmond AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	World's End Lane
School category	Community		Winchmore Hill
Age range of pupils	4 to 11		London N21 1PP
Gender of pupils	Mixed	Telephone number	02083601001
Number on roll	630	Fax number	02083603833
Appropriate authority	The governing body	Chair of governors	Mr Tony Kramer
Date of previous inspection	6 March 2000	Headteacher	Mr Paul Smith

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Introduction

Four additional inspectors carried out the inspection.

Description of the school

Grange Park Primary is a very large primary school. The number of pupils known to be eligible for free school meals is well below average. The composition of the school community has changed in recent years with many more pupils from ethnic minorities coming to the school. The percentage of pupils who speak English as an additional language is higher than the national average. Few pupils are at an early stage of learning English. The school community is generally very stable but there has been increased mobility in Year 6 in the past two years. The percentage of pupils having additional needs is broadly in line with the national average. There has been an increase in the number of pupils with statements of special educational needs but this is still below the national average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school views its effectiveness as good and the inspection team agrees. The team considers some aspects of the school to be outstanding. Standards are very high by the end of Year 6 and most pupils achieve well throughout the school. Pupils' personal development is outstanding. The leadership provided by the head teacher, senior managers and governors is excellent. The care and concern for pupils' well being is outstanding. Parents are pleased with all aspects of the school's work. Management is good but there are some inconsistencies in the use of assessment, which limit pupils' achievement in some lessons. Provision in the Foundation Stage is good and children make good progress. The well planned curriculum has many strengths, particularly in terms of extra-curricular provision and enrichment. There are insufficient opportunities for pupils to develop their writing skills in all subjects. Pupils say they feel safe and enjoy school. The school has strong partnerships with other organisations and schools that enhance pupils' learning. The school has successfully addressed the issues in the previous report. There is still work to be done to improve aspects of work for the more able pupils. The school has a good capacity to improve further and provides good value for money.

What the school should do to improve further

* Raise standards in writing and improve the achievements of the more able pupils; provide more opportunities for all pupils to write at length in other subjects.* Use assessment more effectively to ensure a closer match of work to pupils' abilities.

Achievement and standards

Grade: 2

Pupils achieve well overall. Children start school with attainment that is generally above average. With good provision and teaching in the Foundation Stage, they make good progress so that by the end of Reception, the large majority reach the levels expected for children of this age. A significant minority exceed these levels. Achievement is satisfactory through Years 1 and 2 and by the end of Year 2, standards are above average in reading and mathematics and average in writing. Not enough pupils reach the higher level in writing and should be achieving more. Progress accelerates well in Years 3 to 6 and by the end of Year 6 standards are well above average in English, mathematics and science. Achievement in reading and science is excellent. In writing the more able pupils should still be achieving more. There are too few examples of good quality sustained pieces of writing across the curriculum. Standards in Information and communication technology (ICT) are above average. The very good standards in reading, mathematics, science and ICT prepare pupils well for their future economic well-being. Inspectors' conversations with pupils throughout the school show that children enjoy their work and are proud of their achievements, both academically and socially. High standards have been maintained well since the last inspection and the school meets its challenging targets. Pupils who have learning

difficulties are supported very well and they make outstanding progress, often reaching nationally expected levels from a low base. The small but growing numbers of minority ethnic pupils who are at the early stages of learning English are supported well and their achievements are good.

Personal development and well-being

Grade: 1

The personal development and well-being of pupils are outstanding. Pupils' spiritual, moral, social and cultural development is good and pupils know what it is to be a good citizen. Some aspects of social development, such as developing a personal sense of responsibility and co-operative working are outstanding. Pupils enjoy their time in school and demonstrate positive attitudes in lessons. They say 'It's a great school and it's always getting better'. School clubs, such as a newspaper publishing group are also very well attended. Most pupils behave very well to support school routines. Attendance is good and reflects pupils' enjoyment of school. Pupils develop an excellent understanding of the importance of leading a healthy lifestyle because of an extensive range of topics covered in the curriculum. Pupils say they feel very secure in school and learn well how to keep themselves safe. Pupils are very active in supporting the school and wider communities. The high acquisition of basic skills and visits to work-place environments, such as pizza restaurant and a bakery, prepare pupils well for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall, and there are some notable strengths that promote pupils' good achievement in the Foundation Stage and Years 3 to 6. Where the teaching is most effective, expectations are high, the pace of learning is good, attitudes and behaviour of the pupils and very good relationships promote learning very well. Pupils enjoy their learning and much of the teaching enthuses them. As a result, pupils are keen to do their best. Teachers use interactive whiteboards well to help the pupils learn successfully. In the Foundation Stage there is a vibrant learning atmosphere and children are provided with a good range of activities to develop learning. Children quickly learn school routines and become enthusiastic and independent learners. There are good assessment systems. Results of optional and national tests at the end of Year 2 and 6 are used well to pick up on any weaknesses in learning. These assessment procedures highlight general areas for development well. However, where the teaching is less effective, the day-to-day outcomes of pupil assessment are not yet built consistently into subsequent lesson planning. This results in some work that is either too difficult or too easy. Marking is good and written comments indicate to pupils how well they have done and what they need to do to improve further.

Curriculum and other activities

Grade: 2

The curriculum is good. The Foundation Stage curriculum is well organised, promotes effective learning and has improved well since the last inspection. At all stages, good links are made between subjects and pupils have good opportunities to develop skills across a range of activities including sport and the arts. There are not enough opportunities for pupils to develop their writing across the curriculum. Special subject weeks, focused on subjects such as art and science, make learning exciting and more meaningful for the pupils. The range of extra-curricular activities, including residential and local visits is outstanding and enhances learning very effectively. Visitors to school support and enrich learning well in subjects such as history, dance, art and music. Provision for ICT has improved since the last inspection. Procedures to support pupils with learning difficulties are outstanding and the specialist support they receive enables them to make outstanding progress.

Care, guidance and support

Grade: 2

Care, guidance and support for pupils are good. Pupils feel they are very well looked after and parents agree. Health and safety arrangements are excellent. Child protection and welfare procedures are thorough and staff well trained. Proper arrangements are in place for internet security and for vetting adults who work with the pupils. The quality of personal guidance and support is good. Pupils with learning difficulties are supported very well. The school works well with parents and other agencies to ensure that learners make good progress. Assessment information is not always used as well as it could be to plan lessons so that all pupils, particularly the more able, are challenged sufficiently. Expectations of behaviour are made very clear and the school monitors the frequency of inappropriate behaviour well, including racially motivated incidents. Members of staff treat pupils with respect and gain their full trust. Levels of support are very well coordinated by senior managers designated to each year group so that support is always timely and well-informed. The school makes very good arrangements with outside agencies to support vulnerable pupils.

Leadership and management

Grade: 2

Inspectors agree with the school and parents, that leadership and management overall are good although there are some aspects of leadership that are outstanding. The head teacher and senior managers provide excellent direction and share a common vision. They are exemplary role models. They have established systems that ensure all staff, governors, pupils and parents have a say in school development. There is a very good ethos that embraces the concept of inclusion and celebrates academic and social achievement. This has a major impact on the support, care and guidance given to all pupils. Governance is outstanding. Governors know the school very well, challenge senior managers and have an accurate knowledge of strengths and

weaknesses. Management is good. The procedures for self-evaluation are effective. The school improvement plan provides good direction for further improvement in most areas. There is no clear and coherent plan to bring about improvement in the more able pupils' writing and to ensure that all pupils have sufficient opportunities to write at length in all subjects. Senior managers monitor teaching on a regular basis. This has brought about good improvement in mathematics and science. There is good use of performance data to identify general weaknesses in learning. Financial management is very good and the school functions very well on a day-to-day basis. The school has improved well over the last few years and has the capacity to make further improvements.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

All the inspectors would like to thank you for the warm and friendly welcome you gave us when we visited your school. We know how much you enjoy coming to school and get on well together. You told us that 'it's a great school and it's always getting better'. You work hard and always try your best. We really enjoyed talking to you and you gave us lots of useful information, which was very helpful when writing the report. You tell us that you know what to do if other children are unkind to you and where to go to for help.

We know that all the teachers care very much about you and want you to succeed. You do really well with your reading, mathematics and science and are doing some good work with computers. We have asked your teachers to help you more with your writing and expect you to write more often at length. We have also asked them to make the work even harder for some of you. We were very impressed how you take care of each other. You know about healthy eating and it was good to see you choosing healthy options at lunchtime and eating fruit at break times rather than sweets.

You told us how much you enjoyed the subject weeks. You told us that you enjoy all the exciting things outside lessons, such as netball, rugby and skipping. These show you know the importance of working together as a team. We know that children in Year 6 are looking forward to their visit to Hayling Island and hope that the visit goes well. Your head teacher, teachers and other adults, who work in school, work hard to make things even better for you. You told us that your school is very good at listening to what you have to say and we were especially pleased to talk to the school council. We would like to wish you and your school every success in the future.