



# Grange Middle School

## Inspection Report

---

**Unique Reference Number** 102202  
**Local Authority** Harrow  
**Inspection number** 286307  
**Inspection dates** 22–23 November 2006  
**Reporting inspector** Nick Butt

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

---

<b>Type of school</b>	Middle deemed primary	<b>School address</b>	Welbeck Road
<b>School category</b>	Community		South Harrow
<b>Age range of pupils</b>	8–12		Harrow HA2 0RJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8422 5070
<b>Number on roll (school)</b>	307	<b>Fax number</b>	020 8422 9429
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ms Christine Millard
		<b>Headteacher</b>	Ms Nicky Rosewell
<b>Date of previous school inspection</b>	17 September 2001		

---

<b>Age group</b> 8–12	<b>Inspection dates</b> 22–23 November 2006	<b>Inspection number</b> 286307
--------------------------	--	------------------------------------

---

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This larger-than-average school serves a mixed residential area with significant pockets of social deprivation. Three quarters of pupils come from minority ethnic backgrounds, the largest groups being other Asian and Black African. Two thirds of pupils speak English as additional language. Almost four out of ten pupils are eligible for free school meals, which is high. Over a quarter of pupils come from refugee families. More pupils have learning difficulties than usual, and the number who join and leave the school outside the normal times is above average. The school has had difficulties in recruiting teachers.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This improving school gives a satisfactory standard of education. The school has clear procedures to monitor its work and has identified the main issues for development. Under the effective leadership of the headteacher, an enthusiastic senior management team supports and influences the work of their year groups. This approach is successful in building a committed and cohesive team, and in ensuring consistency of practice in most areas of the school's work. Standards are rising, even though they are well below average in writing, mathematics and science. Teaching is improving. Almost all pupils make the progress expected of them, so that achievement is satisfactory.

Teaching and learning are satisfactory. The amount of good teaching has increased because effective teachers are deployed well to observe lessons and to demonstrate good practice. This year, the mathematics and literacy coordinators do not have their own classes, but are working with other teachers to improve standards and raise achievement. Pupils enjoy the small ability groups. One pupil said, 'I like the way we're taught in different groups - you get on with other teachers, and pupils can learn more'. Teachers make lessons interesting and involve pupils in discussing their learning. In some sets, the more able pupils are not sufficiently challenged. A programme to help pupils discuss their emotions and think about behaviour has helped to create the school's calm and orderly atmosphere. The care of pupils is good, and they are well guided and supported in their learning, so that they know what they must do to improve.

The school has struggled to recruit staff and several teachers are recent appointments. This means a lot of work goes into building up teams and making the new teachers familiar with policies and procedures. One aspect that has not had a sufficiently high profile is the curriculum for pupils who speak English as an additional language. There is good specialist support for those at the early stages of language acquisition, but class planning does not fully reflect the needs of other pupils who are still developing their English language skills. Moreover, some groups operate in a small space in a difficult location.

There is a small core of committed governors, but the governing body has several vacancies, and some governors have little involvement with the school. This makes it harder for them to become an informed critical friend to school leaders. Despite the school's many challenges, measures to improve it are having an impact, and its capacity to improve is satisfactory.

### What the school should do to improve further

- Raise standards in English and mathematics by challenging pupils of all abilities, particularly the more able in every group.
- Ensure that the curriculum for pupils who are learning English as an additional language is well suited to their needs.
- Improve the effectiveness of the governing body as a critical friend by increasing their involvement in the life of the school.

## **Achievement and standards**

### **Grade: 3**

Standards are well below average in English, mathematics and science, but achievement is satisfactory in respect to pupils' attainment when they enter the school. The vast majority of pupils make the expected progress or better. They meet their targets. Those who remain in school the full four years do considerably better than pupils who join late, often from overseas and speaking little English. Standards are rising because of a rigorous approach to tracking pupils' progress, and the work of year group leaders in monitoring and supporting teaching. The school has identified that some Black African pupils do not do as well as they should, and is focusing on accelerating their achievement in each year group. A programme of support for science meant that results rose in 2006. Pupils in Year 7 make satisfactory progress and grow in confidence as they are prepared to make choices and work independently. Those pupils at the early stages of learning English make good gains because of the focused support they receive. The achievement of other pupils speaking English as an additional language is satisfactory. However, planning for their needs is inconsistent.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development and well-being are satisfactory. They enjoy school and are keen to learn. Behaviour is satisfactory, and pupils are considerate towards one another. There are still a few who display challenging behaviour, but this is managed well by staff. Pupils' spiritual, social, moral and cultural development is satisfactory. They have a good awareness of healthy lifestyles. They have enjoyed the novelty of living without electronic gadgets as part of their 'turn it off' campaign. Pupils discuss their feelings in class and can understand why bullying occasionally may happen. They feel safe and that any incidents are dealt with well. The school council welcomes having a voice and has, for example, made improvements to the playground. They receive suggestions from their classmates at regular meetings. Pupils contribute mainly to the school community through taking on various duties such as 'buddies'. Year 7 pupils spend time supporting the younger ones. While basic skills are low, pupils work together cooperatively and leave the school as confident well-rounded individuals.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers generally plan their lessons well using a common format that emphasises what they want pupils to learn. The activities are interesting and contribute well to pupils' enjoyment of school. Pupils praised their science experiments, and teachers' 'really good ideas' in art. Consequently, they have generally good attitudes to learning and teachers manage behaviour effectively. Pupils have good opportunities to discuss

their learning with adults and know their targets. Marking is usually helpful in showing them how to improve. In some lessons, teachers do too much talking and do not allow enough time for pupils to complete their tasks, meaning they have to rush at the end. Pupils are grouped according to ability in many classes, but the more able pupils in these groups do not always receive work that challenges them sufficiently. Instead, teachers often ask them to do extra work when they finish early. Pupils who are at the early stages of learning English are well taught. However, in some classes teachers do not plan fully for the needs of pupils who are becoming more fluent.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and meets requirements. It is kept under regular review and changes are brought in to make it relevant and stimulating for pupils. A focus on emotional literacy is helping pupils to understand their own and others' behaviour. Similarly, a programme designed to involve pupils much more in their own learning enables them to make satisfactory progress and contributes in a positive way to their good attitudes. Pupils value the wide variety of clubs because, as one observed, 'They are a good way to make friends'. The curriculum is not well enough adapted for the needs of pupils who are developing fluency in English. This is partly because some teachers have not received relevant training.

## **Care, guidance and support**

### **Grade: 2**

A parent commented, 'Grange Middle is a very inclusive school which works hard to cater for all children. Staff are very approachable'. This view is shared by many parents, who value the time and effort that goes into making them and their children valued and welcome. The provision for pupils with learning difficulties is good. They are well supported and make satisfactory progress to meet their individual targets. One parent said, 'The school is quick off the mark to involve parents early on'. The hard work of the school staff and effective links with outside agencies promote pupils' personal development and well being, which is measured along with their academic progress. Pupils and parents are fully involved in discussing how they are doing and in sharing targets. The provision for pupils learning English as an additional language is satisfactory, but in some classes the arrangements do not meet their needs fully.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher provides good leadership, which builds on people's strengths and creates a culture where new ideas are welcomed. She is ably supported by the deputy head in setting out a clear vision for the school centred on raising the achievement of all pupils. They have deployed senior staff in an efficient way to make a difference to the quality of teachers' work in each year group. This team of senior managers has shown energy and drive since

taking on their responsibilities. Clear systems for appraising the school's work have identified key priorities for development. These are manageable and well directed where they are needed most. The impact of this approach is visible in rising standards and better teaching. Leaders involve parents and pupils very well in their strategic planning and take account of their views. For example, the provision for French was improved in response to their comments. The school still endures two cramped and unacceptable mobile classrooms. This means Year 5 pupils are inconvenienced and have to go elsewhere to access interactive whiteboards. The governing body ensures all statutory requirements are met. It holds shared meetings with the neighbouring school. This may be an efficient use of time, but does not encourage probing questions. The fact that only a few governors take an active role in the life of the school reduces their effectiveness as a critical friend.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for making us so welcome at your school. We enjoyed meeting you and discussing your views about the school. We are glad you enjoy school and think the lessons are interesting. We believe the school provides a satisfactory standard of education, and is getting even better. In particular, we think you are well cared for, and given good guidance and support in your work. We think your headteacher leads the school well, and includes everybody in the decisions she takes. We like the way she consults you and your parents and involves you in talking about how well you are doing. We think the school has good links with other people outside school, especially those who help pupils who may be experiencing difficulties.

The standards you reach are too low, but we know the school is working very hard to change this. We think the different teaching groups are a good idea, but we have asked the teachers to make sure that the work is not too easy for some of you. Many of you speak another language as well as English. We think those of you who are only beginning to learn English are well supported. However, we believe more can be done to help those of you who are getting to grips with the language, to make it easier for you to get on in class. We think governors should be more involved in the school, especially as they have their very own room! We are unhappy about the mobile classrooms, and agree with you that they should be got rid of as soon as possible. It is a shame the Year 5 pupils cannot have interactive whiteboards in their rooms.

Many thanks again for being so friendly and looking after us so well, especially when we got lost! We send you our very best wishes for the future.

Yours sincerely,

Mr. N. Butt, Lead Inspector