

Grange Park Infant and Nursery School

Inspection report

Unique Reference Number	102433
Local Authority	Hillingdon
Inspection number	286375
Inspection date	22 November 2007
Reporting inspector	Sue Vale

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

Type of school	Infant
School category	Foundation
Age range of pupils	3-7
Gender of pupils	Mixed
Number on roll	
School	283
Appropriate authority	The governing body
Chair	Mrs J Sanga
Headteacher	Mrs K Thapar
Date of previous school inspection	24 September 2001
School address	Lansbury Drive Hayes UB4 8SF
Telephone number	020 8573 2021
Fax number	020 8813 5509

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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- pupils' achievement, particularly in writing
- pupils' personal development and well-being
- the quality of teaching and learning
- the tracking of pupils' progress and how well this information is used to help them achieve
- leadership and management, particularly in evaluating the school's effectiveness
- the specific teaching of language development
- the extent to which parents' views correspond with inspection findings.

Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

The school is much larger than most schools of its type. The percentage of pupils from ethnic minority groups is well above average, with around eighty per cent learning English as an additional language, of these there is an increasingly large number in the early stages of language acquisition. The proportion of pupils with learning difficulties is larger than that normally found. There is increasing mobility amongst children starting and leaving the school other than at the expected times. There is a unit with space for eight children with complex learning difficulties.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Grange Park Infant and Nursery is a good school with some outstanding features. It is a happy community where pupils really enjoy their learning. All members of staff successfully promote an interesting and fun learning ethos that prepares pupils well for their future education. As one parent commented, echoing the views of others, 'My child is very happy at school.'

Standards are broadly average in reading, writing and mathematics by the time the pupils leave school at the end of Year 2. Although results of national assessments fell slightly in 2007, this still represented good progress for this particular group of pupils, which included unusually large proportions of pupils with learning difficulties, pupils who were new to learning English or those who had arrived at the school during Year 2.

Consistently good teaching ensures that pupils make good progress. The majority of children start school with levels of skills that are below expectations for their age in a number of areas of learning. They are well below what is expected for their age in communication language and literacy. The school has rightly identified the need to focus on improvements in pupils' acquisition of language skills in order to ensure that pupils make even better progress. Provision for pupils learning English as an additional language is good. They are well supported both in class and in smaller 'extra help' groups, where their individual needs are catered for well. Outstanding systems for assessing and tracking pupils' learning as they move through the school help ensure that pupils make good progress. Assessment is used to inform pupils of the next steps of their learning, with appropriate targets set which are relevant for individual pupils to aim for. These are shared with parents so that they can help their children at home if they want to. All pupils with learning difficulties also have clearly defined targets, which are regularly reviewed in order to check on the progress that they make. Where pupils are identified as not making enough progress in their learning appropriate strategies are put in place to help them. Most recently, these have included extra help in phonic work and reading. The higher attaining pupils are also given extra help to ensure that they are suitably challenged in their learning.

A major strength is the consistent approach of all staff. Lessons invariably feature very positive relationships between pupils and staff, and pupils' behaviour is good. Teachers enliven lessons with good use of interesting resources, and regular opportunities for practical work and discussion. Teaching assistants work very effectively to support pupils' learning, and contribute strongly to the progress made by pupils who have learning difficulties or disabilities.

The curriculum is good with some strengths in enrichment activities, such as the challenge club for more able pupils' trips. The personal development and well-being of the pupils are good. They grow in confidence, take pride in their own cultural heritage, and learn to appreciate and respect cultural differences. They are well aware of what constitutes a healthy lifestyle. The care and support provided for pupils are good. The school is developing even stronger links with parents. Parent learning classes are held at the school, along with a mother and toddler group. These are effective outreach projects by the school to support families and their children. Parents' views about the school are positive and supportive.

Leadership and management are good. The headteacher has a clear vision for the development of the school and much progress has been made since the last inspection. The school is very inclusive and prides itself on putting pupils at the heart of all it does. The governing body is knowledgeable and supportive, and is aware of the need for the school to focus in particular on the development of language skills. The school's own self-evaluation of its strengths and

areas for development is accurate. Under the very good leadership of the headteacher, ably supported by the deputy headteacher, the senior management team and the governing body the school has good capacity to continue to improve.

Effectiveness of the Foundation Stage

Grade: 2

The school's many successes stem from a firm basis established by good provision in the Nursery and Reception classes. Many of the strengths parallel those in the main school. Teachers quickly build positive relationships with children, who settle happily into school, following routines and making good progress in all areas of learning. There is a large proportion of children who are new to learning English for many this is their third language. Teachers are very good at modelling correct spoken English, consequently children make rapid progress in learning to speak well. Parents are particularly appreciative of how sensitively all the adults support their children when they start. 'I believe they (teachers) play an active role in settling my child into school and ensuring his positive attitude towards school and learning,' comments one parent. Children do particularly well in their personal, social and emotional development, and this gives them a firm foundation for their future learning throughout the school. A very good balance is achieved between activities which are teacher led, and those where children chose things for themselves. A wide-ranging and practically based curriculum, a lively and enthusiastic approach from all staff, and careful tracking of children's needs together with provision to meet them, ensure that children enjoy learning.

What the school should do to improve further

- Focus on pupils' acquisition of language and raise attainment in reading and writing.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

3 December 2007

Dear Pupils

Inspection of Grange Park Infant and Nursery School, Hayes, UB4 8SF

Thank you for making me feel so welcome when I came to visit your school. I really enjoyed visiting your classes and talking with the school council. I would like to tell you what I found out about your school.

- You work hard and you make good progress in your learning.
- Your teachers also work very hard and make what you learn fun and interesting.
- You really enjoy learning.
- Your headteacher and other staff are very good at helping you to do as well as you can.
- The way teachers know what you are learning and how good you are at it, is outstanding.
- Your personal development and well-being is good. This means that most of you are confident and happy learners.
- Your school is very well led by your headteacher and the governing body.

In order to make your school even better:

I have asked the teachers to focus on helping you to get even better in the way you learn English. I would like to see more of you do even better in your reading and writing.

I hope that you continue to work hard and keep enjoying school. Thank you once again for letting me see your school.

Best wishes

Sue Vale

Lead inspector