

Grange Park Primary School

Inspection report

Unique Reference Number	102016
Local Authority	Enfield
Inspection number	323569
Inspection date	11 February 2009
Reporting inspector	Gordon Ewing

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	638
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Tony Kramer
Headteacher	Mr Paul Smith
Date of previous school inspection	15 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	World's End Lane Winchmore Hill London N21 1PP
Telephone number	020 8360 1001
Fax number	020 8360 3833

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors. They evaluated the overall effectiveness of the school and investigated the following issues:

- the effectiveness of the Early Years Foundation Stage
- the standards achieved across the school and the progress that pupils make
- support for pupils with learning difficulties and/or disabilities and those who are vulnerable
- the impact of leadership on the personal development and well-being of pupils
- how well teaching challenges pupils so that all achieve as well as they can
- the degree to which governors hold the school to account.

The inspectors met with staff, governors, pupils and parents. Parts of lessons were observed, 266 parents' questionnaires were analysed, samples of pupils' work were examined and information provided by the school, including self-evaluation, was scrutinised. Other aspects of the school's work were not investigated in detail, but the inspectors 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

Grange Park is a larger than average primary school with three Reception classes as part of its Early Years Foundation Stage provision. The school serves a community with a broad range of social backgrounds. The majority of pupils are of White British heritage and several other minority ethnic groups are represented in smaller numbers. The proportion of pupils for whom English is an additional language is double the national average. The proportion eligible for free school meals is lower than in most schools. The proportion of pupils with learning difficulties and/or disabilities, including those with statements of special educational needs, is below average. The number of pupils starting and leaving the school other than at expected times, is lower than average for a school of this size. The school has an after school club run by Connect.

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 Primary is a good school that promotes pupils' outstanding personal development and well-being and provides an impressive curriculum. The school is justly held in high regard by parents, pupils and the local community. As one parent wrote, 'My daughter is thriving at this school'. The excellent leadership of the headteacher ensures that the school does not rest on its laurels so that standards and achievement are continuing to rise. The school's caring and welcoming atmosphere engenders a very positive climate where learning is vigorously promoted and celebrated. Every individual matters and the meticulous care and support given to pupils helps them to become enthusiastic and successful learners.

As they enter the Reception classes, while most children have a range of skills typical for their age, their skills are low in communication, language and literacy, and physical development. They make significant gains in learning so that, by the time they transfer to Year 1, most pupils achieve all the learning goals expected for their age. This represents good progress from their starting points. By the end of Year 2, pupils make satisfactory progress and achieve standards in English, writing and mathematics that are broadly average. Pupils make slower progress in Years 1 and 2 because strategies to track their learning are not sufficiently robust and opportunities are missed to recognise underachievement and initiate effective intervention. The school recognises this and has recently introduced a new approach to tracking progress that is beginning to bear fruit, albeit at an early stage. Currently, in Year 6, attainment is exceptionally high in English and above average in mathematics and science. Consequently, pupils make outstanding progress in English and good progress in mathematics and science. Pupils with learning difficulties and/or disabilities and those for whom English is an additional language make outstanding progress by the end of Year 6. For example, in 2008 they all achieved at least the expected levels in English and science. Such progress has been possible because highly effective support and intervention activities were initiated to ensure that all pupils achieved well. Within this positive picture, academic guidance is inconsistent. Although targets are set, pupils do not know their personal targets with confidence or how to achieve higher levels. Teachers' marking, though accurate and supportive, rarely shows pupils how they can develop their work and extend their skills. Consequently, some opportunities are missed to promote greater progress and develop pupils' independent learning skills.

Pupils' enjoyment of school is evident in their attendance, which is outstanding. Their behaviour is excellent and their attitudes to learning are infectious. Bullying is rare and pupils report that when it occurs it is resolved swiftly and effectively. All safeguarding procedures are robust and effective. Relationships across the school are excellent and the pupils' enthusiastic response to the good teaching they experience ensures that most make positive strides in their learning. Pupils have an excellent sense of how to lead a healthy lifestyle and how to stay safe. Both the school council and pupil road safety officers play a constructive role in developing the school as a cohesive and safe community, for example through ensuring that the school grounds are safe and stimulating. The spiritual, moral, social and cultural aspects of pupils' development are outstanding. The school celebrates its cultural diversity, alongside that of its local and global communities, with vigour. Established links, including visits, with schools in France, Spain and the Czech Republic boost pupils' global understanding and bring greater meaning to their development as young citizens. Pupils are very well prepared for their future economic well-being because they have excellent attitudes to learning, sound basic skills and high social awareness.

The outstanding curriculum is very broad, balanced and stimulating. Excellent displays around the school are a testimony to pupils' enjoyment and engagement with learning. Pupils are exposed to a remarkable range of extra-curricular activities that brings added verve and colour to the curriculum. Many pupils are actively involved in an extensive range of sports, some at national level. They attend workshops on the impact of crime and they experience, through links with a local business partnership, the world of work. They also undertake visits locally and further afield to widen their horizons and deepen their understanding of the outside world.

Strong leadership at all levels is the key to the school's success. As one parent commented, 'The headteacher is an excellent leader'. The school's vision to develop pupils into 'confident, well-balanced, articulate, high-achieving pupils' shapes every action that the school pursues. This vision is successful because every stakeholder shares it. Good self-evaluation provides a clear focus for improvement and the school's 'can do' culture ensures that most underachievement is challenged and addressed. Sustained above-average standards and strengthening levels of pupil achievement, particularly in recent years, demonstrate that all leaders are clearly focused on improving outcomes for pupils. Middle leaders play an active part in school improvement. They have a good understanding of the school's strengths and weaknesses and are now beginning to track closely the impact of the school's actions on all aspects of pupils' development. Governors play an outstanding role in the school's strategic development and in ensuring that the school's leadership is robustly held to account. Governors are very knowledgeable and well informed about all aspects of the school's life. Taking into account the improving levels of achievement, the strong leadership at all levels and the excellent support of the community, the school has a good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

An excellent induction programme ensures children enjoy a sound, secure introduction to school. Children make rapid progress in their learning due to good teaching and a weekly focus on individual children. Progress is closely evaluated so that future activities are well matched to children's needs. Children receive good support in their personal development and well-being and in other areas of learning. Where teaching is good or better the children are well motivated to learn and bubble with excitement, happily chatting away to each other and anyone else close enough to listen. They are very well behaved showing good independence and social skills. The adults know and understand the children in their care, which is shown in the good relationships between adult and child and in the way children play and learn cooperatively together. There is a skilful balance between adult directed and child-led activities. Outside provision in Reception is good and is effectively used to extend the curriculum. The Early Years Foundation Stage coordinator has a good understanding of the needs and abilities of the children in her care. In effectively leading a relatively new team of staff, she is fully aware of any inconsistencies in practice and is actively addressing these.

What the school should do to improve further

- Raise achievement in Years 1 and 2 by improving the rigour and consistency of pupil tracking so that all pupils can achieve as well as they can.
- Refine strategies in teachers' marking and target setting so that pupils receive consistent guidance on how to improve in order that they become increasingly independent learners.

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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?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

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 eliminated	2
How well does the school contribute to community cohesion?	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	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

02 March 2009

Dear Pupils

Inspection of Grange Park Primary School, London, N21 1PP

You will remember that we visited your school earlier this month. I am writing, on behalf of both inspectors, to report on what we found out about your school. We would like to thank you for your warm welcome and valuable contributions during our visit. We were certainly impressed with the enthusiastic comments you made.

Grange Park is a good school that has some outstanding features.

- You make good progress overall and achieve above-average standards by the end of Year 6. In particular, your progress in English is outstanding.
- The school has an excellent headteacher who is very well supported by the staff and the whole school community.
- Your behaviour, attendance and enthusiasm for learning are impressive.
- Your school provides you with lots of very interesting and exciting things to do, including a superb range of after school activities, sports and visits.
- You are developing into courteous, considerate and motivated young citizens who enjoy responsibility and like to help others.
- This is a very happy school and it is held in high regard by your parents and carers.

We have asked your headteacher, staff and governors to improve your school even more by:

- helping pupils in Years 1 and 2 to make even better progress by carefully tracking how they are learning.
- making sure that teachers help all of you to make even better progress by helping you to know your targets and using marking to provide you with frequent helpful tips on making the next step in your learning.

We ask you to carry on working hard and playing your important part in helping the staff and governors to make Grange Park a school of which you can continue to be justly proud.

Yours faithfully

Gordon Ewing

Lead Inspector