

# Grange Park Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	102433
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	355187
<b>Inspection dates</b>	22–23 March 2011
<b>Reporting inspector</b>	Susan Gadd

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

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<b>Type of school</b>	Infant
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	370
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms K Alli
<b>Headteacher</b>	Mrs K Thapar
<b>Date of previous school inspection</b>	22 November 2007
<b>School address</b>	Lansbury Drive Hayes Hillingdon UB4 8SF
<b>Telephone number</b>	02085732021
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<b>Email address</b>	grangepkinf@hillingdongrid.org

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 16 lessons taught by 13 teachers. They observed the school's work, and looked at a range of documentation including policies, the school development plan, the tracking of pupils' progress, reports from the School Improvement Partner and questionnaires completed by 84 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The attainment, learning and progress for all groups of pupils who are currently in the school.
- Whether pupils understand how to improve their work.
- The extent to which teaching and assessment consistently meet the needs of all pupils.
- The impact of leaders and managers at all levels, including the governing body, in ensuring that effective steps are taken to embed ambition and drive improvements forward.

## Information about the school

Grange Park Infant and Nursery School is larger than the average primary school. The nursery admits children part time from the age of three, while children are admitted full time to the Reception Year from the age of four. The school also has a specially resourced provision for special educational needs for eight pupils, all of whom have complex learning needs. The proportion of pupils with special educational needs and/or disabilities is higher than the national average. The percentage of pupils known to be eligible for free school meals is higher than the national average, as is the proportion of pupils from ethnic minority groups and the percentage who speak English as their second language. There is an on-site breakfast club that is managed by the governing body.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Grange Park Infant and Nursery School is a good school. It has some outstanding features. It provides pupils with a caring, happy and stimulating environment in which to learn and develop. Pupils thoroughly enjoy their time at the school and feel very safe. This is reflected in the happy atmosphere in and around the school and in breakfast club.

The headteacher's caring and positive attitude filters through to all levels of management, ensuring that the leadership team and governing body provide good leadership for the school. They value the contributions made by all adults working in the school. This has created an atmosphere of teamwork and commitment among all members of staff. It is summed up by one comment made by a parent or carer: 'The staff are very helpful, happy and welcoming.' The school development plan is detailed and ensures that staff have a clear understanding of the areas for development. The school recognises that the success criteria are not always specific so subject leaders cannot always clearly associate actions with outcomes for pupils. Self-evaluation is accurate and rigorous. Subject leaders are involved in a range of monitoring activities which, together with the very effective tracking system, help identify and target pupils who are in danger of underachieving. The governors regularly hold the school to account and can demonstrate the positive impact this process has had within the school. These things ensure that the school's capacity for sustained improvement is good. ♦ ♦

Children in the Early Years Foundation Stage make good progress. By the end of Key Stage 1, pupils have made good progress in reading, writing and mathematics and attainment is broadly average, although achievement is inconsistent at times in some classes. Pupils with special educational needs and/or disabilities within the specialist resource provision have low attainment as a result of their particular needs but make good progress as a result of the well-tailored curriculum and good teaching they receive. The resource provision is managed exceptionally well. Those in the main school make good progress as a result of the good support they receive.

Teaching and assessment is good overall, but there are variations within year groups. In the strongest lessons, pupils are motivated and eager to learn. Lessons proceed at a brisk pace and pupils' learning during the whole-class introduction is highly effective. Pupils have many opportunities to practise and develop their language skills, questioning is focused well and pupils are challenged to succeed. Consequently, pupils' progress in these lessons is good for many and outstanding for others. However, in some other lessons, particularly during whole-class teaching, the work planned does not always meet the needs of individual pupils and, in particular, those that are more able. On a few occasions, this results in pupils becoming restless. Where marking is at its best, such as in writing, it provides pupils with their 'next steps in learning', and pupils can talk about their targets

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and how these support them in improving their work. However, this good practice is not applied consistently in mathematics.

The school has worked closely with the education welfare officer and parents to improve attendance. There is evidence of significant improvement over time and rapid improvement for particular pupils, though attendance remains low. This improvement in attendance, along with pupils' sound basic skills in literacy and numeracy, ensure they are prepared appropriately for their future.

Behaviour within and around the school is good. Pupils are polite and courteous, and respect the school environment as well as each other. ♦ Pupils know that regular exercise and sensible eating is important in leading a healthy life. They enjoy the various clubs on offer after school and the fruit they receive at break time. One pupil stated, 'Eating healthy food and having exercise will help me grow up and be strong!' ♦

The effectiveness of the school's engagement with parents and carers is outstanding. The school communicates on a regular basis with parents and carers through a variety of means. Regular newsletters and curriculum overviews are sent to them so that they are fully informed of pupils' learning experiences. Parents and carers are involved in the decision-making of the school, and the school development plan reflects some of the requests made by them through questionnaires, such as changes to the curriculum. Events such as 'International Day,' the family picnic and carnival days help strengthen communication and build trust between the school and families in general, and in particular for some families who would otherwise be hard to reach. Initiatives such as the 'Keeping up with the children' programme provide tailored programmes to meet the needs of particular pupils by encouraging ♦ parents and carers and their children to work alongside each other to improve pupils' English and mathematical skills. ♦

## What does the school need to do to improve further?

- Raise achievement in mathematics and English by:
  - ensuring that attendance is in line with the national average
  - consistently ensuring work set in lessons, particularly introductions, meets the needs of individuals and in particular the most-able pupils
  - developing marking and target setting in mathematics so that pupils know and understand how to improve their work
  - providing specific measurable criteria in the school development plan so that subject leaders are able to associate actions with outcomes for pupils more clearly.

## Outcomes for individuals and groups of pupils

2

Pupils of a range of different groups, including those from different ethnic backgrounds and those who speak English as an additional language, all learn well and make good progress. They concentrate well in lessons and show great enthusiasm when they work with practical equipment.

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Children enter the nursery with skills well below those expected for their age. As a result of their good progress, they leave the Reception Year with skills just below average. The good progress is built upon in Key Stage 1, so that by the time pupils leave school, attainment is broadly average overall. Pupils make good progress in developing their speaking and listening skills in lessons as teachers regularly model language in a variety of contexts and provide pupils with opportunities to work in groups to practise and extend their language skills. Pupils in the specialist resource provision make good progress as a result of a carefully planned curriculum and good teaching. Within the main school, pupils with special educational needs and/or disabilities also make good progress as a result of the effective support they receive in group work and one-to-one support.

Pupils make a good contribution to their school and wider community. They have many opportunities to take on responsibilities around the school as monitors and through the school council. The school council members are particularly proud about their contributions to ensuring that behaviour is good around the school. Other pupils talk about how they support children in Reception and the importance of the fruit monitors. Beyond the school, pupils have contributed to the 'London Mela,' raised money for a variety of charities and have hosted events at Easter for some elderly residents in their locality.

Pupils' appreciate the opportunities to express their feelings during 'circle time'. As one child stated: 'If you don't talk about your feelings, they just grow and grow!' The pupils are clear about the difference between right and wrong actions and how the school behaviour policy helps them make the right decisions. Culturally, pupils enjoy opportunities to learn about a range of religions through art and celebrating festivals. During the inspection, pupils were encouraged to tell stories in their own home language during assembly.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

In the strongest lessons, a range of practical resources is used, including the interactive whiteboards, to stimulate and engage pupils. Teaching assistants are used effectively to support pupils throughout the different parts of the lesson. Learning objectives and pupils' success criteria are explained clearly and referred to on a regular basis. This enables pupils to assess their own learning effectively throughout the lesson. In group work activities, teachers use their assessments of pupils' prior learning effectively to set work that supports pupils in making good progress. However, this good practice is not always consistently applied to the introductory session of some lessons.

Recent well-conceived changes to the curriculum include developing new planning in religious education and a greater focus on developing pupils' personal, social and health education. Some of these changes are relatively new and ongoing, and the school is currently drawing them together into an overview of the progressions of skills covered by pupils. Literacy and numeracy are taught as separate subjects but the rest of the curriculum is covered creatively through cross-curricular links wherever appropriate. The school adopts this topic-based approach to ensure that learning is fun and meaningful to the pupils. Pupils are involved in evaluating each topic and their comments are used to help plan the next one. The school has links with other schools to help enrich the curriculum in a range of areas such as sports and inter-faith days. It offers a range of after-school clubs and pupils enjoy attending these, although the number of pupils who

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are able to participate in the winter months is restricted as a result of limited facilities. The school provides some day trips to enhance the curriculum and supplements these by bringing wider cultural experiences into the school to minimise cost.

Some excellent features of the school's care, guidance and support are its links with outside agencies to meet the specific needs of those pupils in the specialist resource provision, the use of support staff and the learning mentor and the development of the 'learning library project' in the main school. Transition arrangements for pupils transferring to junior school are strong, as are those for children moving into the Early Years Foundation Stage and moving through Key Stage 1. However, care, guidance and support are not fully outstanding because a number of vulnerable children still have their progress hindered by low attendance. The school is in the process of considering what further interventions need to take place to further reduce the number of pupils absent from school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The good leadership provided by the headteacher is well supported by her deputy headteacher and leaders at all levels. Lessons are monitored well and learning is tracked closely. Regular assessments and meetings to evaluate pupils' progress are held to identify pupils' individual needs. However, the school is aware that, on occasions, the next steps to learning identified in the pupils' progress forms are not always specific enough to measure the impact of additional interventions. There are, however, clear indications that some intervention programmes such as the 'learning library project' have led to some pupils making good and outstanding progress, as seen in the improvement in their reading ages. The school has a clear focus on improving attendance and there is evidence that some pupils have made rapid progress in this area.

The governing body, while being supportive, also provides a good level of challenge. It is fully aware of the school's strengths and areas for development. Governors have started a cycle of visiting the school and receive regular feedback on pupils' progress through reports from various leaders. Safeguarding is good and procedures, policies and risk assessments are regularly and effectively reviewed to ensure they conform to good practice. The school's ability to promote equality and tackle discrimination is good. All groups of pupils make good progress as they move through the school.

Community cohesion is good overall with some outstanding features. The school has carried out a comprehensive audit of its pupils' needs and a plan of action is in place to address these. The school has an excellent knowledge of its families, ethnic diversity and

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socio-economic needs. The school's evaluation shows that, as a result of various initiatives, a greater number of parents are becoming involved in the school community. Pupils are made aware of communities beyond their school through initiatives such as their involvement in a teacher's extended around the world trip via emails and photographs, and through charitable events.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The Early Years Foundation Stage leader provides good leadership and ensures that good transition and welfare arrangements are in place for children joining the school. Home visits, initiatives such as 'Jump start' and open afternoons ensure that children feel safe and secure when joining this provision.

Many of the children entering the nursery are new to English and benefit hugely from the colourful and practical learning environment which permeates the Early Years Foundation Stage. The children receive good teaching, which includes a heavy emphasis on modelling language. Adults use their observations to plan well for the interests of many individuals and identify 'their next steps' to learning. This involves adapting the curriculum to match some of their interests. However, the needs of different groups of children are not always clearly reflected in the planning, particularly for those pupils who are more able.

All six areas of learning are planned for in detail in the indoor and outdoor learning environment and children show good personal and social skills when they initiate learning for themselves. For example, some children played on a hand-held console game, taking turns and helping each other to succeed. The outdoor area is used very well to support and reinforce learning. During the inspection, children learned about number bonds by moving shapes on a floor grid while others learned about matching words through playing games.

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Good communication procedures ensure that parents and carers are involved in their child's learning experience through the regular sharing of information. Consequently, children are happy, confident and enjoy learning. ♦

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Out of the parents and carers that responded to the questionnaire, the vast majority felt their child was safe in school and enjoyed being in school. Inspection evidence concurred with this. A few parents and carers disagreed that their child made enough progress and that their suggestions were taken account of. Inspectors found no evidence to support this during the inspection.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grange Park Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 84 completed questionnaires by the end of the on-site inspection. In total, there are 370 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	68	26	31	1	1	0	0
The school keeps my child safe	44	52	36	43	1	1	0	0
My school informs me about my child's progress	46	55	33	39	4	5	1	1
My child is making enough progress at this school	39	46	37	44	4	5	4	5
The teaching is good at this school	47	56	29	35	4	5	2	2
The school helps me to support my child's learning	42	50	36	43	1	1	4	5
The school helps my child to have a healthy lifestyle	37	44	45	54	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	43	36	43	5	6	2	2
The school meets my child's particular needs	31	37	45	54	3	4	2	2
The school deals effectively with unacceptable behaviour	30	36	45	54	4	5	0	0
The school takes account of my suggestions and concerns	25	30	44	52	4	5	4	5
The school is led and managed effectively	33	39	40	48	3	4	3	4
Overall, I am happy with my child's experience at this school	41	49	39	46	2	2	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



24 March 2011

Dear Pupils

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

As you know, I visited your school recently with two other inspectors. I'd like to thank those of you who talked to us about your work and life at the school. We really enjoyed meeting you, your teachers and everyone else who works in the school. Thank you for being so friendly and welcoming; you made our visit very enjoyable. We found your school provides you with a good quality of education.

These are some of the best things about your school.

- You make good progress in your work and your attainment is broadly average.
- It is a very happy place where you enjoy your lessons and get on well with each other.
- You know how to keep safe and healthy, and you enjoy taking lots of exercise.
- The school makes every effort to involve your parents in your learning.
- All the staff care for you very well and work closely with adults outside the school to support you.
- The school is well led by your headteacher and her team. They want the very best for you.

We have asked your school to do the following things.

- Make sure you all attend school regularly.
- Make sure that you get targets in mathematics and the marking in that subject helps you understand how to improve your work.
- Make sure that the work you are set in lessons is not too easy for you.
- Improve their planning so that staff can measure how well new projects are helping you to learn.

You can help by attending school regularly and continuing to work hard in lessons.

Yours sincerely

Susan Gadd

Her Majesty's Inspector

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