

# Grange Primary School

Webb St, London, SE1 4RP

**Inspection dates** 4-5 October, 2012

<b>Overall effectiveness</b>	Previous inspection:	<b>Satisfactory</b>	<b>3</b>
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress from their individual starting points and attainment, although still below the national average, is rising steadily.
- Children get off to a good start in the Early Years Foundation Stage and make good progress.
- Teaching is mostly good and there is some outstanding teaching.
- Reading is promoted well in the school, with many pupils expressing their enjoyment of reading and excitement when they have access to new books.
- Behaviour around the school is good. Pupils are courteous, kind and helpful. They know how to move around quietly and carefully and play well together during break and lunchtimes.
- Most pupils have good attitudes to learning and are cooperative and eager to learn. When a few pupils became distracted during lessons, their peers reminded them of behaviour expectations. Pupils feel safe in the school.
- Leadership and management are good. Members of the senior leadership team have good skills and share a passion for the school. They are committed and dedicated to constantly improving the learning experience of the pupils.
- The governors visit the school regularly and show a caring interest in the pupils. They are knowledgeable and use their array of expertise to do the best for the school.

### It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough to ensure that all pupils make rapid progress. In particular, the level of challenge provided for the most able pupils is not always high enough.
- The role of middle leaders in monitoring and evaluating the school's work is not fully developed.

## Information about this inspection

- Inspectors observed 25 lessons, of which eight were joint observations with the senior leaders. In addition, the inspectors made other short visits to lessons and to learning areas.
- Meetings were held with two groups of pupils, members of the governing body, a representative from the local authority, senior and middle managers and teaching staff.
- Inspectors took account of the five responses to the online questionnaire (Parent View) and spoke to parents and carers as they brought pupils to school.
- The information from 21 staff questionnaires was taken into consideration.
- Inspectors looked at pupils' books and at a number of documents, including the school's own data and monitoring of how well pupils progress, planning documentation and records of behaviour, attendance and punctuality, as well as documents relating to safeguarding.

## Inspection team

Mandy Snook, Lead inspector

Additional Inspector

Raymond Prentice

Additional Inspector

Teresa Davies

Additional Inspector

## Full report

### Information about this school

- This is an above average-sized primary school, serving pupils from the local community.
- The proportion of pupils known to be eligible for funding through the pupil premium is above average.
- The proportion of pupils from minority ethnic groups is above average, as is the proportion for whom English is an additional language.
- The proportion of disabled pupils and those with special educational needs who are supported at school action or school action plus, or who have a statement of special educational needs, is above average.
- The number of pupils joining and leaving the school at other than the usual times is higher than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Increase the proportion of outstanding teaching by ensuring that the work set for pupils is always challenging enough, particularly for the most able pupils.
- Increase the involvement of middle managers in monitoring and evaluating the school's work.

## Inspection judgements

### The achievement of pupils is good

- There has been a rising trend in achievement across the school over the past three years. A high proportion of pupils achieve the nationally expected levels in English and mathematics, regardless of their starting points.
- There is a rising trend in mathematics with results in 2012 being the highest in five years. The proportion of pupils making and exceeding typically expected progress compares well with national figures. However, the most able pupils do not always make the progress expected of them as tasks are not always demanding or challenging enough for these pupils.
- Disabled pupils and those with special educational needs do well, achieving broadly in line with similar pupils nationally. They benefit from the specialist intervention and support delivered by skilled teaching assistants.
- Pupils develop secure literacy and numeracy skills over time and this allows pupils to learn quickly and make good progress as they build on the firm foundations of what they already know. Scrutiny of Key Stage 1 pupils' books reflected pupils' confident use of accurate punctuation and rich vocabulary.
- Reading is encouraged and pupils are enthusiastic when discussing the books that they read. Guided reading sessions develop good comprehension skills and opportunities for pupils to talk about character and context.
- Speaking and listening skills are good, with pupils being able to express themselves clearly and confidently. Pupils have many opportunities to develop these skills, both in lessons and through the varied activities that the curriculum offers.
- Good progress is made in the Early Years Foundation Stage in all areas of learning, from starting points that are often low.
- Pupils from minority ethnic groups and those for whom English is an additional language make consistently good progress as a result of effective support in language development.
- Pupils and parents and carers believe that good learning and progress are taking place in the school. This has been more evident in the last year and is developing securely in the current year.
- Those pupils eligible for funding through the pupil premium do well, making significantly more than expected progress and benefiting from a number of intervention strategies and support.
- The gap in achievement between boys and girls, identified in the previous inspection, has closed.
- Pupils are well prepared for their next stage when they leave the school.

### The quality of teaching is good

- Much teaching is good, with some outstanding practice where pupils were able to work at a pace and level that enabled them to make rapid progress. For example, in a Year 4 English lesson pupils were given opportunities to write creatively in a specially created environment that stimulated their senses with music and candles. As a result, they produced some high quality work.
- In the best lessons, teachers used good questioning to elicit thoughtful responses from the pupils. This strategy allowed pupils to draw on previous knowledge and to apply new information to deepen their understanding. This was well demonstrated in a mathematics lesson, where principles of algebra were being explored through the skilful use of probing questions.
- Teachers plan well and adapt their plans to meet the needs of the pupils. They use creative ideas and make links across subjects to enhance the learning experience of pupils. The pace of learning is typically energetic and teachers with good subject knowledge inject enthusiasm into the lessons.
- Most teachers use good assessment techniques, in books and during lessons, to help pupils

understand how to improve their work and to make the next steps. Pupils are able to use their knowledge of success criteria to assess their own and each other's work, which is especially effective in literacy lessons.

- Pupils and parents and carers believe that there is a good standard of teaching at the school and that the pupils learn well and make good progress. Pupils in Key Stage 1 say that they have exciting lessons, work hard and that they learn 'something new every day!'
- In the main, teachers set suitably challenging tasks for pupils in their lessons, making use of good resources to help all groups of pupils to make good progress. However, in a few lessons, the tasks set are not always challenging enough and this slows progress, especially for the most able pupils.

### **The behaviour and safety of pupils are good**

- Pupils around the school are courteous, friendly and respectful of each other and of other adults. Pupils hold doors open for adults and greet visitors warmly, engaging enthusiastically in conversation.
- Pupils say that they feel safe in the school and their parents and carers agree that they are.
- Good behaviour is rewarded and clear procedures are followed on the rare occasions when behaviour is disruptive. Pupils are very responsive to the clear expectations set by the behaviour policy. Most pupils behave well in lessons and have a good attitude to learning.
- Pupils feel that their ideas and opinions are taken into consideration and that they are always listened to. They have a good sense of values based on the positive ethos of the school and on its core values.
- Opportunities are taken in the curriculum to support pupils emotionally and to help them make correct choices to keep themselves safe. In a Year 6 lesson on personal, social, health and citizenship education, pupils were shown a media clip illustrating the importance of e-safety, which led to a good quality discussion and culminated in a written piece to be printed and shared. Pupils have sound knowledge of all forms of bullying but say that this is not an issue in the school.
- Pupils' relationships are positive and they play together harmoniously during break and lunchtimes. Bullying and racist incidents are rare and are dealt with firmly by the staff if they do occur.
- The multicultural profile of the school allows pupils to respect and appreciate each other's beliefs and cultural traditions.
- Attendance is average and punctuality has improved significantly since the last inspection.

### **The leadership and management are good**

- The leadership and management team is dedicated to raising standards and the newly appointed deputy headteacher has brought specific strengths to the team, which complement those of other leaders. The team provides clear direction for the school.
- The headteacher monitors teaching and learning closely and liaises with staff members to provide professional development opportunities. Specific strengths of teachers are developed and weaknesses addressed.
- Self-evaluation is accurate; the senior leadership team targets development areas and plans effectively to address these. However, middle leaders are not yet fully involved in monitoring and evaluating the school's work.
- The curriculum has been developed and enriched to meet the needs of the pupils and to help

them develop to fulfil their potential.

- Engagement with parents and carers is positive and continues to improve, with the vast majority of parents and carers saying that they would recommend this school to others. The school is inclusive, ensuring equality of opportunity for all, and provides good support to families.
  - The curriculum, school trips, extra-curricular clubs, guest speakers and knowledge of all major faiths contribute to the good spiritual, moral, social and cultural development of the pupils.
  - The local authority has been supportive and has provided valuable training and opportunities for professional development. It is now providing light touch support.
  - **The governance of the school:**
    - is enthusiastic, supportive of the school and very proud of its achievements
    - holds the senior leaders to account and scrutinises all aspects of the school's performance
    - has an accurate view of the school's strengths and weaknesses and provides strategic direction to ensure progress and development
    - ensures that all statutory requirements are met, including those relating to the safeguarding and well-being of pupils.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	100791
<b>Local authority</b>	Southwark
<b>Inspection number</b>	404735

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	325
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jolyon Tibbitts
<b>Headteacher</b>	Ms Maddy Webb
<b>Date of previous school inspection</b>	December 2010
<b>Telephone number</b>	0207 7716121
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