

Inspection of a good school: Grange Park Primary School

World's End Lane, Winchmore Hill, London N21 1PP

Inspection dates:

2 and 3 March 2022

Outcome

Grange Park Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud of, and enjoy talking about, their school. Pupils behave really well. They try their best because learning is engaging and fun. From a young age, pupils learn how to play and learn cooperatively together. Pupils are mindful of the feelings of others and are quick to ensure that others feel happy and included.

Leaders are highly ambitious for pupils. Their priority is that all achieve well, no matter what their starting points are. As a result, pupils leave this school well prepared for their move to secondary school.

Pupils enjoy making the most of all that Grange Park has to offer. They enjoy the activities provided during playtimes, including the chance to visit the reading hub. A wide range of clubs and events enhances and broadens the curriculum. Pupils talk with enthusiasm about workshops in history, and enjoy pretending to be people from the past. In physical education (PE), all pupils have the opportunity to represent the school in tournaments.

Pupils are safe and know that staff will take good care of them. Bullying is rare and pupils said that bullying would be sorted out quickly if it happened. Pupils know to make use of the school's 'trust box' if they have a problem.

What does the school do well and what does it need to do better?

Reading is important at Grange Park. Children in Nursery remember songs and rhymes they have learned. The school's highly structured phonics programme enables pupils to learn to read and spell accurately. Some children in Nursery are already using taught phonemes in their writing. Pupils know that learning to read is important: they read widely and often. Leaders ensure that pupils experience an exciting range of texts. For example, pupils in Year 3 enjoyed reading and learning about Bessie Coleman as part of their celebration of International Women's Week.

Children in early years settle quickly and are independent, confident learners. Children enjoy exploring a range of exciting and engaging activities in the provision. Many are engrossed in activities for long periods because the environment stimulates their curiosity. Leaders have introduced a new approach for teaching mathematics in early years. Staff carefully select resources to support children's understanding. They introduce children to a wide range of mathematical language. This approach is preparing children well for learning in Year 1.

Leaders have drawn on research into good practice and have used external expertise to plan what pupils need to learn. These plans help pupils build their knowledge in a logical order from Nursery to Year 6. Pupils are building their knowledge of important vocabulary, and many use this when discussing their learning. For example, a Year 6 pupil used and explained correctly the word 'indigenous' when talking about a history unit on the North American people.

In lessons, teachers provide many opportunities for pupils to recall prior learning through the use of flashbacks and discussion. This is supporting pupils to make connections across subjects. Pupils enjoy being told the key knowledge that they will learn in a unit. They say that this helps them to better understand what 'needs to get done'. Pupils appreciate having access to their own school laptop. They say that this helps them to continue learning at home.

Leaders have provided high-quality training to ensure that teachers are secure in the subject knowledge that they are teaching pupils. However, in few subjects, teachers do not always use assessment well to check what pupils have learned before moving on. This means that pupils do not gain as much knowledge as they could. For example, in history, some pupils were not able to recall knowledge in detail and pupils' knowledge of events was not always accurate.

Leaders and teachers work together to support pupils with special educational needs and/or disabilities (SEND). They want all pupils to learn the same things in each subject, even if they need more time or help to do so. For example, in some subjects, pupils have extra teaching to prepare them for new learning. Pupils with SEND are well supported in lessons.

Leaders provide many opportunities for pupils to develop citizenship and responsibility. Pupils take on jobs in school or support their peers with reading and play. The pupil parliament has a strong voice in the school and at trust level. Its members have been able to influence change in the school, such as in the installation of sound panels in the dining hall.

Staff are very positive about working at Grange Park. Leaders meet regularly with them to make sure that they feel happy and that their workload is reasonable. Staff appreciate the many opportunities to develop their practice, including those who are relatively new to teaching.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know pupils and their families very well. Leaders work as a team and meet regularly to bring together all they know about pupils to support their well-being. Leaders have built strong links with external agencies, such as social workers, to ensure that pupils get the help they need.

Leaders make sure that staff have up-to-date knowledge of potential risks to pupils, including through the use of the internet and social media. Leaders make sure that staff understand any local or contextual risks to pupils.

Leaders use lessons, assemblies and displays around the school to remind pupils and adults how to keep safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, teachers do not always use assessment well to check that pupils have learned the curriculum before moving on. This means that pupils do not always know and remember as much as they could. Leaders should ensure that teachers plan activities to help pupils embed new core knowledge in their long-term memories. Staff should routinely assess what pupils know in all subjects. They should use this information to identify gaps and misconceptions and to adapt teaching to address these.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the first section 8 inspection since the predecessor school, Grange Park Primary School, was inspected in March 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145207
Local authority	Enfield
Inspection number	10212301
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	840
Appropriate authority	Board of trustees
Chair of trustees	Mr John West
Headteacher	Ms Tijen Hassan
Website	www.grangeparkprimaryelt.org
Date of previous inspection	Not previously inspected

Information about this school

- The school has recently opened a Nursery provision.
- The school does not make use of any alternative provision.

Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- The inspectors met with the headteacher, the deputy and assistant headteachers, and other leaders. The lead inspector met with chair of the trust and five members of the governing body.
- The inspectors carried out deep dives in these subjects: reading, geography, mathematics and PE. For each deep dive, they met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked samples of pupils' work. They also looked at curriculum plans, looked at samples of work and spoke to pupils in other subjects.

- The inspectors checked the school's policies and records and spoke with the designated safeguarding lead, senior leaders, members of the trust, pupils, staff and parents and carers to check on the school's culture of safeguarding.
- The inspectors had formal meetings with staff and with pupils. They spoke with parents in the playground. They took account of the 170 responses to Ofsted's online survey, Parent View, which included many written comments. They also considered the 45 responses to the staff survey.

Inspection team

Helen Morrison, lead inspector

Ofsted Inspector

Helen Rai

Ofsted Inspector

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