

# Inspection of a good school: Grange Park Junior School

Lansbury Drive, Hayes, Middlesex UB4 8SF

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Inspection dates:

25–26 September 2019

## **Outcome**

Grange Park Junior School continues to be a good school.

## **What is it like to attend this school?**

Pupils enjoy coming to school. They are proud to be members of the school community and wear their smart uniforms with pride. They enjoy learning and told me that lessons are fun. Pupils like reading and speak with excitement about the reading areas and the library books they can choose. The rainforest hut and reading boat are favourite places in which to read. Pupils enjoy lots of subjects and said this helps to develop their knowledge and learning.

Pupils appreciate the range of opportunities they have in school. They mention sports, drumming workshops and yoga as some of their favourite activities. They work hard in lessons. They enjoy receiving trophies and awards for success in a range of subjects.

Pupils behave well. They listen to teachers and then work hard on their learning. Pupils work well together; they have good relationships with each other and with adults in school. A strong culture of respect exists between pupils and adults in school.

Pupils feel safe. Leaders have created a calm and supportive ethos across the school. Although pupils said that there are not any bullies at school, staff quickly sort out any problems or disagreements pupils may have. Pupils said that school staff are kind and help them to have a good time in school.

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

Leaders have high expectations for all pupils, encouraging them to 'be the best that you can be'. This encouragement is shared by staff throughout the school.

Leaders know what pupils need to learn. Plans for each subject have been revised; teachers are clear about what they teach and the order in which it will be taught. Pupils are given the key knowledge and vocabulary they need. The introduction of 'knowledge organiser' sheets provides pupils with key facts and vocabulary for each topic. These have been well received by pupils and have helped parents to support learning at home.

Leaders have made reading a priority. They have improved the quality of reading across the school. Reading for pleasure has increased. Staff training has ensured that teaching is effective in developing pupils' understanding of the books they read. Pupils have regular opportunities to practise and develop their reading skills. For example, Year 6 pupils used a historical text to think about what it would be like to be an evacuee during the Second World War.

Teachers use questioning well to check what pupils understand about the texts they read. However, this is not consistently strong in all classes. In some instances, this leads to pupils becoming distracted from the reading activity. All pupils are supported well and make good progress in reading, including those with special educational needs and/or disabilities.

The school has a programme in place to help the small number of pupils who need to catch up with phonics. The additional support for these pupils is not always delivered soon enough when they join the school. A small number of staff have limited knowledge and understanding of how to teach phonics accurately.

Mathematics is taught well, and learning is logically organised. Over time, this has led to continuous improvement in mathematics results. The good-quality work in pupils' books reflects the well-planned mathematics programme. Teachers have good subject knowledge which enables them to deliver topics effectively. For the most part, teachers use resources well to help pupils develop their mathematical skills and knowledge.

School leaders ensure that pupils receive the full National Curriculum entitlement. Long-term plans have been reviewed and revised to inspire and motivate pupils. For example, the history programme flows by teaching topics in chronological order. Plans are in place in all subjects but the delivery of these by class teachers needs to be further improved.

Pupils have access to a wide range of opportunities that enrich their learning. Educational visits enhance the curriculum and pupils' personal development. These experiences also help pupils get involved in the local and wider community. Leaders have a good understanding of the school's strengths and areas for future development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all statutory safeguarding duties are met. Regular staff training ensures that adults in school know what to do if they are concerned about a pupil's welfare. Leaders work closely with families and other professionals to meet the needs of vulnerable pupils. They quickly identify concerns and provide support to pupils who need it. This has created a strong culture of safeguarding at the school.

Leaders have recently created a well-being room to support pupils. This is a calm environment that is used effectively to support pupils' well-being and mental health.

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

### (Information for the school and appropriate authority)

- A small number of pupils struggle with early reading skills and require extra support. Leaders need to ensure that this support happens as soon as these pupils join the school so that they can catch up quickly. Although most staff have the skills to teach phonics, a small number do not. All staff should receive professional development to improve their phonics knowledge and strengthen the teaching of early reading across the school.
- Pupils achieve well in many areas of the curriculum. School leaders have reviewed planning across the foundation subjects to ensure that pupils experience a full curriculum. This now needs to be further consolidated through more effective teaching in some subjects.

## 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 school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, 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 convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Grange Park Junior School to be good on 21–22 January 2016.

## 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 Ofsted Parent View information 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 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

<b>Unique reference number</b>	102432
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10110447
<b>Type of school</b>	Junior
<b>School category</b>	Foundation
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	409
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Graham Wells
<b>Headteacher</b>	Sophia Shaikh
<b>Website</b>	<a href="http://www.grangeparkjuniorschool.co.uk/">www.grangeparkjuniorschool.co.uk/</a>
<b>Date of previous inspection</b>	21–22 January 2016

## Information about this school

- This school is larger than the average-sized primary school.
- The school runs a breakfast club.

## Information about this inspection

- I met with the school leadership team and members of the governing body, and spoke to the local authority representative. In addition, I held discussions with school staff, parents and pupils.
- I looked at reading, mathematics and history in detail. This involved visits to lessons, scrutiny of pupils' work, discussions with staff and analysis of long-term planning in these subjects.
- To check the effectiveness of safeguarding, I met with the designated safeguarding leader, checked records, policies and procedures, and spoke to staff and pupils. In addition, I checked that the school is vetting staff appropriately and following safer recruitment guidelines.

## **Inspection team**

Nicholas Cornell, lead inspector

Ofsted Inspector

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