

Inspection of Grange Primary School

Webb Street, London SE1 4RP

Inspection dates:	4 and 5 February 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

The Grange Primary School provides a nurturing environment, where pupils and their families feel welcome. Pupils are happy and safe. They can name a trusted adult they would speak to who would deal with any concerns they had appropriately.

Pupils work hard and speak respectfully to staff and to each other. Any instances of low-level disruption are dealt with by staff. In the playground, clear systems are in place to promote positive behaviour and ensure pupils enjoy a range of different games and activities together.

Pupils benefit from a broad and balanced curriculum that is ambitious for all pupils. Pupils achieve well. The school has considered the school's diverse community when deciding what pupils should learn. This includes ensuring reading books reflect a range of cultures, and trips to local places of worship consider a range of faiths.

The school provides a range of extra-curricular activities for pupils. They enjoy attending the different clubs, such as art, dance and multisports. They also appreciate the exciting trips to museums, historical re-creations, and the theatre. Pupils are proud of the contribution they make to the school. For example, the school councillors work to improve the school lunches and raise money for playground equipment.

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

The school has a keen focus on the teaching of reading. Staff are well trained in the school's phonics programme. Their teaching is engaging and focused on ensuring accuracy in using sounds to read words. Pupils read books matched to the sounds they know. Pupils also understand the content of the books they read. If any pupils fall behind, they receive effective support to catch up. The love of reading is encouraged in different ways, such as author visits and staff recommending books on 'favourite book Friday.'

The school has designed a curriculum that is typically clearly sequenced and well structured. Leaders have identified the most important knowledge, vocabulary, and skills that they want pupils to remember from the early years to Year 6. Pupils revisit their previous learning to enable them to build on this as they progress through the curriculum. Staff support pupils to use key vocabulary and established strategies to explain what they know. The school successfully works to ensure that pupils' learning is improving across subjects.

In a few subjects, however, the curriculum is not consistently delivered in an effective fashion. For example, sometimes teaching does not ensure that pupils can understand and use important vocabulary. When this happens, pupils do not develop the same depth of knowledge and understanding as they do in other subjects. Leaders show awareness of the issues and are dedicated to continuing to improve the delivery of the curriculum.

Many children join the school with weak communication and language skills. The school has made the development of vocabulary central to its curriculum. For example, children

in early years use songs to practise adding one more to a number. In Year 2, pupils are encouraged to explain which answers to their calculations are odd or even numbers. By Year 6 they can discuss how fractions are ordered by size.

Pupils with special educational needs and/or disabilities (SEND) receive support so that they can access learning alongside their peers. Staff have high expectations, and they understand these pupils' needs. Staff amend their teaching approach and use adaptations, such as visual resources, to help pupils. Pupils successfully access the curriculum and make progress.

Pupils generally behave well in class and around the school. This is because expectations and routines are well established and consistently applied. The school is continuing to work hard to improve attendance. It engages with parents and carers of those pupils whose attendance causes concern. It also offers families support where needed.

Pupils' personal development is carefully considered. There are visitors to enrich the curriculum, such as the 'wildlife warrior' bringing in different animals, the police talking about how to stay safe and art workshops. Pupils know about the importance of equality and diversity. The school hosts a 'carnival of culture,' where families can share different aspects of their heritage. Pupils can also discuss ways to stay healthy, both physically and mentally. They recognise there are different types of families.

Staff value the care and consideration shown for their work and well-being. They appreciate the support and training offered by leaders. Governors know the school well and can discuss different aspects of it in detail. They are ready to provide challenge to ensure the school continues to improve. Parents are positive about the education offered and the caring and supportive staff.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the curriculum is not consistently delivered effectively. In these instances, pupils do not develop the same depth of knowledge and understanding as they do in other subjects. Leaders should ensure they continue to develop staff expertise and knowledge and ensure high-quality teaching across the curriculum.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100791
Local authority	Southwark
Inspection number	10345689
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	311
Appropriate authority	Local authority
Chair of governing body	Earl Legister
Headteacher	Rebecca Benjamins
Website	www.grange.southwark.sch.uk
Dates of previous inspection	13 and 14 September 2022, under section 5 of the Education Act 2005

Information about this school

- The school does not use any providers of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors spoke with the headteacher, senior leaders and subject leaders. They also held meetings with members of the governing body and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also spoke with groups of staff and pupils and looked at samples of pupils' work in other subjects.
- The inspectors considered the responses to Ofsted's online surveys completed by parents, pupils, and staff.
- Inspectors looked at a sample of the school's policies and records, including those related to behaviour and pupils' wider development

Inspection team

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