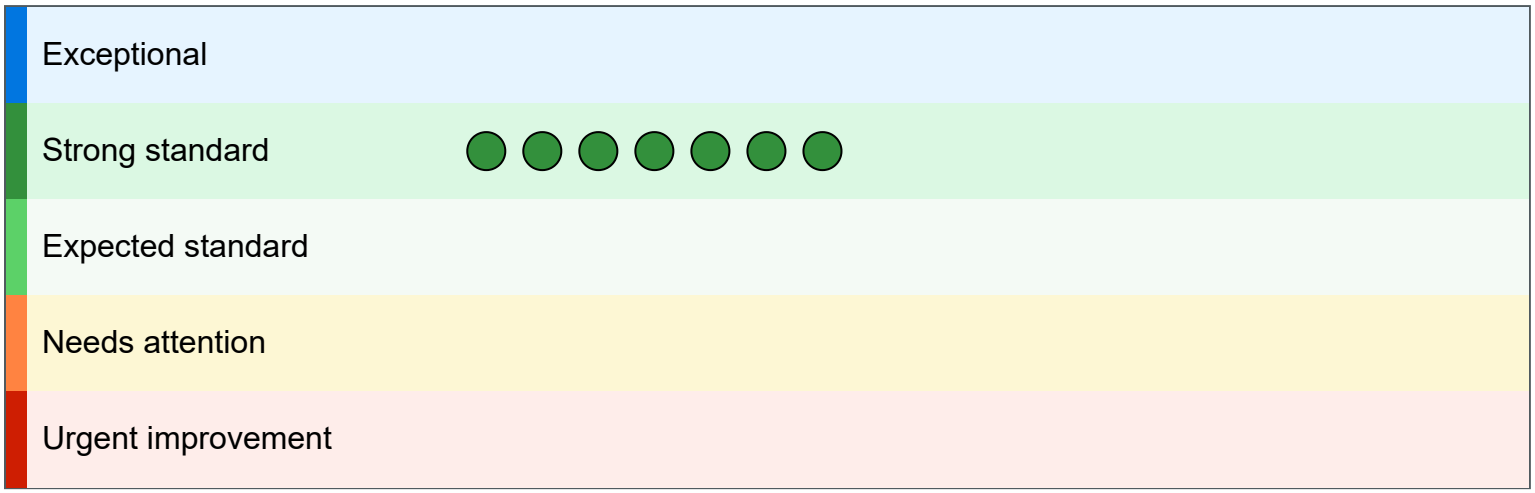
Grange Park Primary School

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

Unique reference number (URN): 145207

Inspection report: 29 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Pupils achieve consistently well across all subjects. As they move through the school, they build their knowledge securely and in detail. Pupils who begin with lower starting points catch up quickly, especially in communication and language. Pupils make this positive progress from the early years onwards. Over time, published information on achievement shows that pupils' results are significantly above national averages. The achievement of disadvantaged pupils is especially positive. By the end of Year 6, in reading, writing and mathematics combined, the gap in attainment between disadvantaged pupils and their non-disadvantaged peers nationally has been closed.

Pupils produce high-quality work that they are proud of. Staff spot misconceptions quickly. They reteach content where needed so that pupils remember what they have learned. Pupils enjoy learning and use subject-specific vocabulary confidently in their work.

Pupils with special educational needs and/or disabilities progress very well from their starting points, personally, socially and academically. Staff give them tailored support for their individual needs. Leaders review this support with precision so that it keeps meeting each pupil's needs. At every stage, staff prepare pupils very well for their next steps in learning.

Attendance and behaviour

Strong standard

Leaders analyse attendance rigorously. They review information to spot patterns quickly. When concerns or emerging issues arise, leaders act without delay. They set clear expectations for families and follow up promptly and persistently. Leaders' precise work with pupils and families improves pupils' engagement with school and secures consistently high attendance. As a result, attendance is above the national average over time for all groups of pupils, including pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils.

Pupils' behaviour is highly positive across the school. They play cooperatively and show respect for one another. Leaders have put calm and orderly routines in place. Staff apply the behaviour policy consistently. They adapt expectations to meet pupils' individual needs, including those with SEND. Staff give personalised support to help pupils to focus and follow expectations. For example, some pupils use wobble cushions or drawing and talking activities. Pupils engage well in learning and respond positively to staff. Staff act quickly to address concerns should they arise. Staff do not tolerate bullying and deal with it quickly. They also deal with any unkind or harmful behaviour, including that which takes place online, quickly and fairly. Staff know pupils very well and create a caring and supportive environment where pupils feel safe and want to learn.

Curriculum and teaching

Strong standard

Leaders have a clear and accurate understanding of the quality of the curriculum and teaching. They have designed an ambitious and well-sequenced curriculum that meets the

needs of all pupils. Starting in the early years, staff expertly extend spoken vocabulary through deliberate and consistent modelling of how to use words in context. This approach builds effectively on what children already know, ensuring they use language accurately and assuredly.

In reading, writing and mathematics, leaders ensure that pupils secure essential knowledge quickly. Phonics teaching is precise and consistent. Pupils read books that match the sounds that they know. This helps them to become confident and independent readers. In mathematics, leaders have constructed the curriculum so that pupils' understanding deepens over time. Pupils revisit prior learning often, for example through daily practice. Well-chosen resources, including the use of technology, help pupils to work independently and explain their thinking.

Leaders have embedded shared ways of teaching across the school, for instance the '4 Ps' routine for pencil grip, posture, position and pressure. Staff use these consistently well to promote learning, from the early years to Year 6. This helps pupils to build secure writing skills. Staff know precisely what pupils need to learn and when, including pupils with special educational needs and/or disabilities. They address any gaps in pupils' knowledge. Positive relationships and routines help pupils to engage very well in lessons. Across subjects, teaching also helps pupils to think deeply and discuss ideas confidently.

Early years

Strong standard

The curriculum is carefully designed so that children's knowledge and skills build step by step over time. Staff work closely with parents and carers to identify what children already know and can do and use this information to inform learning. Children follow expectations and develop independence from the beginning because staff set consistent and caring routines.

Expert staff create purposeful activities that support children's learning across all areas of the curriculum. They listen and respond effectively to children. Staff's high-quality conversations with children extend learning with precision. Staff also skilfully build children's understanding and use of rich vocabulary. For example, children develop a secure grasp of early mathematics through carefully chosen activities that build number knowledge and vocabulary, and encourage problem-solving.

Reading sits at the heart of learning. Children in Reception learn phonics from the start and use this knowledge to read words and books with increasing accuracy and fluency. They also apply their phonics knowledge in their early writing. Well-focused reading sessions build children's confidence further. Staff know children well and adapt learning so that each child gets the right support at the right time. Disadvantaged children and those with special educational needs and/or disabilities receive targeted support that helps them to achieve consistently well. Consequently, children are very well prepared for the transition into Year 1.

Inclusion

Strong standard

Inclusion lies at the heart of the school's work. Leaders have established a highly inclusive culture where staff skilfully identify pupils' individual needs early. Disadvantaged pupils and those with special educational needs and/or disabilities receive tailored, well-coordinated

support. Leaders and staff act decisively to ensure that pupils and families receive timely help, both within and beyond the school.

The school takes great care to select effective strategies for reducing barriers to learning and wellbeing. High-quality teaching works in tandem with carefully structured additional support and adaptations that further promote pupils' independence and learning. When pupils need more bespoke provision, leaders ensure that these pupils benefit from targeted and personalised support, for example through the school's 'emerald' and 'ruby' learning zones.

Right from the start of Reception, leaders monitor progress rigorously, reviewing the impact of support and adjusting provision swiftly. This includes the use of additional funding for pupils with barriers to their learning. Leaders ensure this funding is used in a way which has a meaningful impact on pupils' learning and wellbeing. Staff receive expert training. They confidently and consistently implement strategies that meet pupils' specific needs. Leaders also work closely with families and external specialists, such as those from the speech and language service. This helps to make sure that pupils receive precise, specialist guidance that removes barriers to success and promotes high aspirations.

Leadership and governance

Strong standard 

Leaders work closely with governors and trustees to create a culture of high expectations and professionalism. A detailed understanding of the school's effectiveness underpins their work. Leaders monitor the school's work closely and are highly reflective about how they can sustain and build on existing successes. This consistent approach helps leaders to recognise what works well and supports them in making timely refinements where needed.

Leaders' actions have had a clear impact from the early years onwards. They make sure that teaching and the curriculum consistently promote and extend pupils' learning. Leaders also give precise support to the most vulnerable pupils.

Leaders build positive relationships across the school community. They listen to parents and carers and act on what they say. For example, parents' views shape the school's 'Come learn with me' sessions, which include how to use digital tools safely. Throughout this work, leaders keep a clear focus on providing the highest quality of support for disadvantaged pupils, pupils with special educational needs and/or disabilities and others who may have barriers to their learning.

Governors and trustees meet their statutory duties. They challenge leaders constructively and check that actions make a positive difference to pupils' outcomes. For example, on their 'through the keyhole' visits, governors see the school at work and gain first-hand knowledge of the quality of education and care that pupils receive.

Staff develop their subject and teaching expertise through an extensive range of professional learning. They use this expertise to support other schools and the wider community. They feel very well supported with their workload and wellbeing. Leaders at all levels model professionalism, teamwork and respect.

Personal development and wellbeing **Strong standard**

Leaders give high priority to pupils' personal development and wellbeing. It underpins all aspects of school life. This helps pupils to understand themselves and learn about other religions and cultures. In the early years, too, a carefully developed focus on personal, social and emotional development helps children to build confidence, positive relationships and readiness to learn.

Staff encourage pupils to consider fairness, kindness and the impact of their choices. In lessons and assemblies, pupils explore British values and reflect on big questions. For example, they are supported to think carefully about topics such as using artificial intelligence responsibly. Staff consistently teach pupils to respect and value people's differences. For example, pupils learn about different cultures and religions, including through visits to places of worship.

Across the school, pupils learn how to stay safe online and offline. Relationships education helps pupils to learn about friendships and growing up in an age-appropriate way. Pupils are also taught about emotions. For example, in 'brain school' assemblies, staff expertly explain how the brain works and why feelings such as fight, flight or freeze happen. Pupils use this knowledge to support their own wellbeing. The school also makes use of many other strategies to support pupils pastorally. For instance, pupils speak about how Toffee, the school dog, is a delightful presence who helps them to feel settled and happy. Pupils also use online and classroom 'trust boxes' to share any worries. As a result, pupils manage their feelings very well and know that staff will listen and help.

Pupils benefit from rich experiences that enhance their personal development. They enjoy an extensive range of clubs, including in sport, art and languages. This supports their health, creativity and teamwork. Pupils take on leadership roles that help them develop confidence, independence and a sense of responsibility towards others. Pupils know their voice matters. For example, they have introduced new equipment at playtime. Staff include pupils with special educational needs and/or disabilities fully in school life, and their support is highly effective. Pupils are very well prepared for life in modern Britain.

What it's like to be a pupil at this school

Pupils enjoy coming to school and thrive here. They feel part of a warm and welcoming community, where they can be themselves. They attend regularly and arrive on time. Children in the early years settle quickly. Established routines from the start help them to learn and make friends with confidence.

Pupils feel safe. They know that bullying is not tolerated. They can speak to staff about any worry or concern. Pupils also value how they can use the classroom and digital 'trust boxes' to share concerns. Staff act on any concerns raised promptly.

Pupils achieve very well. The carefully developed curriculum builds pupils' knowledge step by step, starting from the early years. Pupils remember what they have learned and use their knowledge with confidence. They enjoy learning across a wide range of subjects and

can explain, for example, how resources, such as using their laptops, help them to learn, practise and remember more. Staff skilfully identify pupils' needs, including pupils with special educational needs and/or disabilities. They give meaningful support so that these pupils make secure progress from their starting points.

Pupils behave consistently well in lessons and around school. They describe calm classrooms and breaktimes. They respect each other and value their inclusive school community.

Pupils enjoy a wide range of activities that enrich their school life. They take on roles such as playground pals, eco ambassadors, anti-bullying ambassadors and class councillors. Pupils use these roles to help others and improve their school. Pupils also enjoy the creative opportunities offered, for example learning to play musical instruments such as the clarinet. They look forward to visits to places such as museums as well as the time they spend in forest areas, learning outdoors and working together.

Pupils are proud of their school. They feel happy and supported. They show maturity and talk with confidence about their experiences. Pupils say they feel ready for secondary school and the next stage of learning. In assemblies, for example, pupils confidently demonstrate their knowledge of staying safe and British values, and talk about their hopes for the future.

Next steps

- Leaders should continue to ensure that the school sustains its existing high standards over time for all pupils.

About this inspection

This school is part of Connect Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Androulla Nicou, and overseen by a board of trustees, chaired by Alex Monk.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

This inspection took place from 29 to 30 September 2026.

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the trust and governing body. Inspectors spoke with several pupils, staff, and parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Tijen Hassan

Lead inspector:
Karen Kent, His Majesty's Inspector

Team inspectors:
Sean Flood, Ofsted Inspector
Rutinderjit Mahil-Pooni, Ofsted Inspector
Adam Vincent, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

786
Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

840
Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

21.52%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

4.20%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

17.81%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have

calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	87%	62%	Above
2023/24 (final)	76%	61%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	90%	75%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	85%	74%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	91%	72%	Above
2023/24 (final)	86%	72%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	89%	74%	Above
2023/24 (final)	89%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	47%	Above
2023/24 (final)	66%	46%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	63%	Above
2023/24 (final)	79%	62%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	59%	Above
2023/24 (final)	72%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	61%	Above
2023/24 (final)	76%	59%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	69%	1 pp
2023/24 (final)	66%	67%	-2 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	79%	80%	0 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	78%	-3 pp
2023/24 (final)	72%	78%	-5 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	76%	79%	-4 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	4.2%	5.1%	Close to average
2024/25 (3 term)	4.4%	5.2%	Below
2023/24 (3 term)	4.1%	5.5%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	8.1%	14.4%	Below
2024/25 (3 term)	7.7%	13.0%	Below
2023/24 (3 term)	6.9%	14.6%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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