

Grange Primary School

Address: Station Road, Long Eaton, Nottingham, Nottingham, Nottinghamshire, NG10 2DU

Unique reference number (URN): 112584

Inspection report: 13 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

Expected standard

Inclusion

Expected standard

Leaders are committed to the principles of inclusion. They have a clear understanding of their responsibilities to provide the support that disadvantaged pupils need to access the curriculum, including those with special educational needs and/or disabilities and those who receive pupil premium funding. They take effective action to identify the additional needs that pupils may present with from the earliest point. The school liaises with parents and carers, other settings and external agencies to ensure that pupils' needs are well known and understood.

Leaders have sharpened the systems they use to gather information about the progress that pupils make through the curriculum. This helps staff to identify pupils' next steps with greater accuracy. Leaders provide staff with the training they need to support disadvantaged pupils to experience success. Staff use an increasing range of appropriate strategies to adapt the curriculum. This helps disadvantaged pupils to overcome the individual barriers they face.

The school has a growing number of pupils with complex needs. Leaders have recognised that these pupils require a more specialised programme. The 'Rainbow Room' has been established. Pupils with more complex needs attend this setting for part of the school week. They focus on key skills, such as communication, self-regulation and social interaction.

Personal development and wellbeing

Expected standard

Leaders prioritise pupils' personal development. They make sure that all pupils benefit from a wide range of exciting opportunities to develop their talents and interests. Leaders are careful to remove financial barriers so that disadvantaged pupils can participate fully. 'Friday University' is central to this work. These sessions allow pupils to try new things and learn from experts. Pupils are particularly keen to attend school on Fridays because they enjoy this part of their school week so much. They have the opportunity to learn how to cook, take part in sports and perform. Pupils learn that their lives are full of potential and understand the importance of being aspirational about their futures.

Pupils learn about the diverse nature of modern Britain. They understand the importance of respecting the views of others and recognise how fundamental British values provide a foundation for life in society. However, pupils do not yet demonstrate a deep understanding of how people from a range of religions and cultures choose to live their lives.

The curriculum for personal, social and health education is well thought out. Pupils revisit key messages through assemblies and other school events. They learn how to keep themselves safe in a variety of situations they may encounter in everyday life. For example, pupils know not to share personal information online and understand how to maintain positive and safe relationships. They understand the negative effects of spending too much time on screens and learn how to keep themselves healthy in body and mind.

Pupils know which adults in school are available to help them if they have a problem or a worry. Pupils who need additional pastoral support to manage their emotions have access to the 'Sunshine Room'. This provision is particularly beneficial for disadvantaged and

vulnerable pupils and provides them with effective support to manage the school day successfully.

Needs attention

Achievement

Needs attention 

Over time, pupils have not been sufficiently prepared for the next stage of their education. Outcomes at the end of Year 6 have not been in line with national expectations, including for disadvantaged pupils, pupils with special educational needs and/or disabilities and those who receive pupil premium funding.

Across the school, pupils do not consistently secure the key skills they need in reading, writing and mathematics. Leaders are aware of this and have prioritised ensuring that pupils develop the basic knowledge and skills needed for success. There is emerging evidence that these actions are beginning to have a positive impact. For example, pupils' achievement in the Year 1 phonics screening check is close to the national average. Outcomes in the Year 4 multiplication tables check are improving. In addition, handwriting is taught explicitly, which helps pupils to develop handwriting that is accurate, fluent and legible.

Attendance and behaviour

Needs attention 

The attendance of a significant number of pupils is not in line with the school's high expectations. Too many pupils miss a significant amount of time at school, which limits their learning over time. Leaders are addressing this with determination. They have improved the systems they use to track pupils' attendance. Their analysis of this information is improving. They work closely with families to offer support and challenge, when pupils do not attend as well as they should.

The school is largely calm from the start of the school day, to home time. Leaders have established a clear approach to behaviour. This approach is based on positive relationships between staff and pupils. Kindness and respect is prioritised. Staff receive training to ensure that the school's behaviour policy is implemented consistently and fairly. Staff have high expectations of pupils' behaviour. Pupils are typically engaged in lessons and able to focus on their learning without distraction.

Pupils enjoy social times together. Leaders do not tolerate bullying or discrimination, and pupils are confident that should it happen, the adults in school will help them. Nevertheless, there are a few small groups of pupils who do not live up to the school's expectations for behaviour at playtime and lunchtime. Some pupils' chosen play activities are not appropriate and not always addressed by supervising adults.

Curriculum and teaching

Needs attention 

Historically, pupils have not secured the key knowledge and skills they need to be prepared for the next stage of education. In response, leaders have made effective and appropriate

changes to strengthen the curriculum. They have prioritised ensuring that pupils develop the basic knowledge and skills needed for success. For example, leaders have designed a clear sequence for teaching writing and placed a strong focus on improving pupils' reading fluency. Early reading is prioritised and, overall, pupils have the phonic knowledge needed to read.

The school provides a broad and balanced curriculum. Leaders have set out what pupils are expected to learn in each subject. The curriculum is designed to engage pupils' interest and curiosity. In some subjects, learning is framed around 'I wonder' questions, encouraging pupils to think deeply about their learning. Pupils have opportunities to showcase their learning at the end of each topic. Teachers adapt learning appropriately so that pupils with special educational needs and/or disabilities can access the same curriculum as their peers and receive additional support where needed.

Typically, teachers have the subject knowledge required to deliver the curriculum. Recent changes to systems for checking pupils' learning mean teachers have a clearer understanding of gaps in pupils' knowledge. However, this information is not used consistently well, and misconceptions and errors are not routinely addressed.

Early years

Needs attention 

Too many children leave the early years unprepared for Year 1. Staff have not consistently used information about children's learning sharply enough to ensure that learning is well matched to their needs. While staff are beginning to identify more precisely what children know and can do, this work is at an early stage. There is still more to do to ensure that learning activities consistently have a clear purpose and support children to learn the intended knowledge.

Children generally enjoy learning in the early years. However, opportunities to deepen and build learning are not yet consistently strong. In the nursery, children sing songs, such as 'Five Little Speckled Frogs', to develop their early understanding of number. In the Reception class, children talk enthusiastically about animals that live in the Arctic and the Savannah. Adults support children's vocabulary development by modelling unfamiliar words, such as 'mane' and 'predator', and encouraging children to use these in their play. This practice is beginning to strengthen children's language development.

Early reading is prioritised, although its impact is not yet fully embedded. Children in the Nursery listen out for sounds in the classroom environment. Children in Reception begin to develop early phonics knowledge without delay. Across the early years, children engage in stories and activities that support early reading skills. Leaders also encourage parents to take an active role in their child's education.

Leadership and governance

Needs attention 

In the past, leaders did not identify the most effective actions for school improvement with sufficient accuracy or urgency. Consequently, pupils did not achieve as well as they could. Leaders now have a much more precise understanding of the reasons why pupils' outcomes have been below national averages. Increasingly, they draw effectively on information from their monitoring activities and the data available to them to prioritise the most important

areas for improvement. Leaders are clearly committed to making decisions that will benefit pupils, both academically and personally.

Governors provide effective oversight of the school. They hold leaders to account with increasing precision and focus closely on the priorities identified for improvement. Governors also undertake their own appropriate checks to assure themselves that leaders take the right actions. They fulfil their statutory responsibilities, including those related to safeguarding and equality, and maintain a sharp focus on the school's work to support disadvantaged pupils.

Staff work well together and describe a strong sense of teamwork. They feel valued by leaders and appreciate the training and professional development opportunities provided to enhance their expertise. Staff report that they are well supported and that leaders take appropriate account of workload and wellbeing.

The school has established positive and trusting relationships with parents and carers. Parents are highly positive about the school's compassionate and inclusive ethos. One comment, typical of many, stated, 'All the staff are very caring with children's needs at heart. My children are so happy here and love coming to school.'

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

The school's motto, 'living, learning, laughing', is well embedded in everyday school life. Pupils enjoy coming to Grange Primary School and there is a strong sense of fun and enthusiasm. Music plays an important role across the school. Pupils sing confidently in assemblies, engage enthusiastically in dance lessons and enjoy creating their own dance routines during lunchtimes.

Pupils are provided with opportunities to develop the personal characteristics they need to succeed. They build leadership skills through roles, such as school ambassadors, where they represent the views of others, and as 'Ivengers', promoting online safety. Pupils understand the importance of taking responsibility for their actions and decisions. Older pupils act as positive role models for younger children. For example, children in the early years delight in visits from Year 6 pupils, who read stories to them.

Staff have high expectations of pupils' behaviour and, for the most part, pupils meet these expectations. Pupils who require additional support to engage positively in their learning receive timely help. For example, some pupils begin the school day by talking with a trusted adult in the 'sunshine room' or by taking part in physical activities. As a result, they are calm and ready to learn. Pupils enjoy their learning and take it seriously. Generally, they engage well in lessons and support one another effectively. The school places a strong emphasis on pupils' safety and wellbeing and provides a warm, welcoming environment. Pupils have positive and trusting relationships with the adults who work with them.

However, over time, pupils have not been sufficiently well prepared for the next stage of their education. Leaders did not act with enough urgency to address weaknesses in curriculum design and implementation. Leaders have now identified appropriate priorities for improvement, informed by their analysis of data and other information they gather.

Nevertheless, it is too early to determine whether these actions are having a positive impact on the school's academic provision or pupils' outcomes.

Next steps

- Leaders should rigorously check that the actions they are taking are addressing the school's identified priorities with sufficient speed and impact.
 - The school should ensure that pupils gain the essential foundational knowledge they need to be well prepared for the next stage of their education. This includes ensuring that learning activities in the early years enable all children to develop the knowledge and skills they need to be ready for Year 1.
 - Teachers should consistently identify and address pupils' misconceptions and ensure that pupils can reliably recall and apply prior learning.
 - The school should continue to embed the actions taken to improve pupils' attendance and evaluate their effectiveness so that pupils attend school on every possible day.
 - Leaders should ensure that pupils' behaviour at social times is consistently in line with the school's high expectations.
 - The school should ensure that pupils develop a secure and increasingly deep understanding of a range of faiths and cultures.
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About this inspection

The chair of the board of governors in this school is Steve Hessey.

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 Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors met with the headteacher, deputy headteacher and the coordinator with responsibility for special educational needs and/or disabilities. The lead inspector met with 2 governors, including the chair of governors. She also met remotely with representatives of the local authority.

The inspectors confirmed the following information about the school:

The deputy headteacher has been appointed since the previous inspection.

The school does not make use of alternative provision.

Headteacher: Mrs Zoe Buxton

Lead inspector:

Caroline Poole, His Majesty's Inspector

Team inspectors:

George Huthart, Ofsted Inspector

Mark Westmoreland, His Majesty's Inspector

Tim Leah, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 13 January 2026

School and pupil context

Total pupils

431

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: 272

School capacity

383

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)

36.02%

Above average

What does this mean?

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

National average: 26.3%

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

2.32%

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: 3.5%

Pupils with special educational needs (SEN) support

27.38%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

Below 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	57%	61%	Close to average
2024/25 (revised)	52%	62%	Below
2023/24 (final)	56%	61%	Close to average
2022/23 (final)	63%	60%	Close to average

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	67%	74%	Below
2024/25 (revised)	61%	75%	Below
2023/24 (final)	67%	74%	Below
2022/23 (final)	73%	73%	Close to average

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	68%	72%	Close to average
2024/25 (revised)	67%	72%	Close to average
2023/24 (final)	61%	72%	Below
2022/23 (final)	75%	71%	Close to average

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	70%	73%	Close to average
2024/25 (revised)	69%	74%	Close to average
2023/24 (final)	69%	73%	Close to average
2022/23 (final)	73%	73%	Close to average

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	47%	46%	Close to average
2024/25 (revised)	41%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	45%	46%	Close to average
2022/23 (final)	56%	44%	Close to average

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	58%	62%	Close to average
2024/25 (revised)	50%	63%	Below
2023/24 (final)	64%	62%	Close to average
2022/23 (final)	61%	60%	Close to average

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	61%	59%	Close to average
2024/25 (revised)	59%	59%	Close to average
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	78%	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	61%	60%	Close to average
2024/25 (revised)	64%	61%	Close to average
2023/24 (final)	55%	59%	Close to average
2022/23 (final)	67%	59%	Close to average

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	47%	68%	-21 pp
2024/25 (revised)	41%	69%	-28 pp
2023/24 (final)	45%	67%	-22 pp
2022/23 (final)	56%	66%	-11 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	58%	80%	-22 pp
2024/25 (revised)	50%	81%	-31 pp
2023/24 (final)	64%	80%	-16 pp
2022/23 (final)	61%	78%	-17 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	61%	78%	-16 pp
2024/25 (revised)	59%	78%	-19 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	78%	77%	0 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	61%	80%	-18 pp
2024/25 (revised)	64%	81%	-17 pp
2023/24 (final)	55%	79%	-25 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	67%	79%	-13 pp

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
2024/25 (2 term)	6.3%	5.2%	Above
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	6.9%	5.9%	Above

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
2024/25 (2 term)	15.5%	13.3%	Close to average
2023/24 (3 term)	13.2%	14.6%	Close to average
2022/23 (3 term)	19.7%	16.2%	Close to average

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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