

Surrey Street Primary School

Inspection report

Unique Reference Number	109571
Local Authority	Luton
Inspection number	377945
Inspection dates	29–30 September 2011
Reporting inspector	David Wynford-Jones

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	277
Appropriate authority	The governing body
Chair	Laura Holmes
Headteacher	Denise Meadows
Date of previous school inspection	19 November 2008
School address	Surrey Street Luton LU1 3BZ
Telephone number	01582 729489
Fax number	01582 798909
Email address	surrey.street.primary.admin@luton.gov.uk

Age group	4–11
Inspection date(s)	29–30 September 2011
Inspection number	377945

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by four additional inspectors. Inspectors visited two assemblies and 14 lessons, observing 10 teachers. They held meetings with members of the governing body, staff and groups of pupils. They scrutinised a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan. Inspectors analysed 100 questionnaires completed by parents and carers, together with those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well is assessment information used to inform teaching, raise expectations and accelerate pupils' learning?
- Do pupils know their targets and the next steps needed to achieve them?
- How effectively do middle leaders and the governing body contribute to the development of the school?

Information about the school

Surrey Street Primary School is similar in size to most of its type. The majority of pupils are of minority ethnic heritage. A large number of different cultures and nationalities are represented within the school, the largest groups being of Asian, Black African and Black Caribbean background. A very small minority of pupils are at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is considerably higher than the national average. The percentage of pupils identified as having special educational needs and/or disabilities is below the national average. The proportion of pupils with a statement of special educational needs is low. More pupils than average join or leave the school partway through their primary school education. The school holds National Healthy School Status.

The school is in the process of expanding. There are currently two classes in Reception and in each of the Key Stage 1 year groups. In Key Stage 2 there is one class in each year group.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which meets the needs of its pupils well. Central to its success is the effective leadership of the senior leadership team and the commitment of all staff to ensure pupils make good progress in their academic and personal development. Parents and carers are supportive of the school. Most who responded to the questionnaire are happy with their children's experiences.

Children settle quickly in the Reception class and make good progress. Their overall progress in Key Stages 1 and 2 is also good. However, the rate varies as they move through the school because of inconsistencies in the quality of teaching. Pupils' attainment by the end of Year 6 in reading, writing and mathematics is broadly average and rising, reflecting good achievement.

Most teachers' expectations are high and lessons are well planned. The pace in the large majority of lessons is brisk and pupils work with sustained concentration. In lessons pupils behave well and are responsive to their teachers. Teachers consistently share the purpose of the lesson with the pupils and they are clear how to set about their tasks. However, the introduction to some lessons is over-long and pupils spend too much time sitting on the carpet. Assessment procedures are not used consistently in all classes to closely match the work to the needs and abilities of all groups of pupils. Not all pupils know and understand their literacy and numeracy targets. Marking is generally informative and provides pointers for improvement.

The curriculum supports pupils' academic and personal development, including their understanding of their own culture and those not represented within the immediate community, well. It is enriched by numerous clubs, visits and visitors to the school. Pastoral care is a strength of the school. Relationships between staff and pupils are good. Staff ensure that pupils are looked after well and are kept safe.

The headteacher, ably supported by the deputy headteacher and middle leaders, provides a clear sense of direction. They know the school well and have accurately evaluated its strengths and weaknesses. The right priorities to enhance provision and improve outcomes are identified in the school development plan, and the school has continued to move forward. The capacity for further improvement is good. The work of the governing body is satisfactory. It supports the school well but has yet to fully fulfil its role in evaluating the school's performance against external measures and holding senior leaders to account.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- Accelerate pupils' progress in writing and mathematics by:
 - making consistently effective use of assessment information to set work that challenges and meets the needs of all groups of pupils
 - ensuring that pupils always know and understand their targets and the next steps to achieve them
 - building on and sharing good practice to ensure greater consistency in the quality of teaching.

- Develop the skills of the governing body in evaluating the work of the school and in using performance data to challenge the leadership team.

Outcomes for individuals and groups of pupils

2

Children enter the Reception class with skills and knowledge below those expected for their age. In Years 1 to 6, pupils respond well to challenge and work hard in lessons. Their speaking and listening, reading, writing and mathematical skills are developing well. For example, in a Year 6 lesson, pupils were able to explain clearly the strategies they used to identify the factors of a number. In a Year 2 literacy lesson, pupils studied a short piece of text which contained lists of items. They were asked to identify and highlight the commas. More-able pupils were challenged to insert missing commas.

Pupils' enjoyment of school contributes significantly to their positive attitude towards learning, good behaviour and improving attendance. Pupils willingly take on responsibilities and undertake voluntary tasks. They contribute well to the school as class and house captains. They act sensibly in the playground and provide support for those who are less confident. They understand the importance of keeping safe and how to avoid accidents. They contribute to charity and take part in events beyond the school. The vast majority of pupils have a good understanding of right and wrong and are able to consider how other people feel. Pupils' good knowledge of cultures other than their own is promoted effectively through visits and by links with schools in this country and abroad. Their good knowledge of healthy living and their keenness to adopt a healthy lifestyle contributed to the school being awarded National Healthy School Status.

Pupils with special educational needs and/or disabilities, those whose circumstances make them potentially vulnerable and those who speak English as an additional language all make similar progress to their peers. They respond well to additional support provided in lessons and are engaged in their learning. There are no significant differences in the progress made by different groups. Pupils' average attainment in reading, writing and mathematics and the strengths in their personal development ensure that they have a sound basis for the next stage of their education.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In most lessons, questioning strategies are used effectively to challenge pupils' thinking and to consolidate learning. Teaching assistants are deployed well and provide good support to individuals and groups. There is a good balance between the teacher's contributions and those made by the pupils. The sharing of ideas with a talk partner is a regular feature, helping pupils to develop their social skills and their ability to communicate with others. Teachers use the electronic whiteboards and other electronic devices confidently to support their teaching. Most teachers use assessments effectively to plan their lessons and pupils' work. At the end of lessons, pupils are often asked to evaluate their own learning. However, occasionally the pace is slow, the introduction to the lesson is too long, and activities are not fully matched to the needs and abilities of all groups of pupils. At times there is too much input from the class teacher and pupils do not contribute sufficiently to their learning. There are some examples of good developmental marking, but teachers do not consistently refer to the pupils' mathematical and literacy targets or to previous comments to ensure that the advice has been acted on.

The curriculum is tailored effectively to meet the needs of most pupils, particularly those who find learning difficult and those who speak English as an additional language. It supports their learning in mathematics and English well. Provision for the more-able pupils is not as well established. Most subjects are taught separately but where possible a theme or topic approach is adopted to ensure the pupils see the

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

relevance of their learning. Good use is made of information and communication technology, and good quality artwork can be seen in the displays around the school. French is taught throughout Key Stage 2. The curriculum is enhanced by a good range of extra-curricular activities, imaginative use of theme days and weeks, and good links with external bodies.

The good level of care contributes significantly to all pupils’ learning, but particularly that of pupils identified as potentially vulnerable. The family workers’ contribution is valued by all. They help ensure that all pupils are made welcome and included in the life of the school. Procedures to ensure pupils’ well-being and safety are well established and followed by all staff. The school works closely with parents and carers and with a range of agencies to support individual pupils to ensure that their particular needs are met. Pupils’ attendance is monitored carefully and any absence followed up promptly. This helps to reduce the number of pupils who are persistently absent and to improve attendance rates. Induction arrangements are securely embedded in the work of the school and ensure that newcomers settle quickly and become, as one parent said, ‘part of the school family’.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior staff work together well to drive school improvement. Regular monitoring of the quality of teaching by the headteacher and senior staff and the close scrutiny of assessment data enable them to monitor the impact of teaching on learning. They ensure that any possible discrepancies in performance between groups of pupils and any incidents of discrimination are investigated. In addition to holding termly pupil progress meetings, when staff are held to account for the progress pupils make, individual pupils are closely monitored, tracked and if necessary provided with additional support. Realistic targets for improvement are set. Scrutiny of the school’s assessment records show that pupils’ progress is accelerating.

The governing body wants the best for the pupils and is heavily involved in the discussions about the school’s possible future growth. A systematic programme for governor visits and for reporting back to the full governing body has been established. This is helping the governing body to have a general overview of the day-to-day operation of the school, and to ensure that pupils are well cared for and the school’s safeguarding procedures and checks on staff and visitors meet

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

requirements. However, the governing body has yet to adopt a robust approach to analysing and evaluating the effectiveness of the school, by comparing the outcomes against the national perspective and challenging the senior leadership team. This is because several governors are relatively recent appointments and have yet to fully understand the complexities of the role. There are currently three vacancies.

Community cohesion is promoted well. The school is involved in the local community and the church. There are strong links with the Salvation Army. The governing body supports links with schools in contrasting areas to ensure pupils gain a good understanding of cultures and ways of life other than their own. For example, there are links with a school in France and more locally in Dunstable. Links with the village school in Silsoe are being investigated.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Effective induction procedures and good relationships with parents and carers ensure children settle quickly, grow in confidence and develop a positive attitude to learning. Although only a few weeks into their school career, several spoke confidently to the inspectors and invited them to join in with their role play activities, offering one a 'cup of tea'. This reflects the confidence and trust they have gained in the staff and the school environment. Parents and carers appreciate the discussions with members of the early years team, and the advice they offer to help their children settle and on how they can support their early learning. Staff use their good understanding of how young children learn to plan a range of stimulating activities that maintain their interest. There is a good balance between adult-led activities and those children choose for themselves. The activities are well matched to the children's needs and ability. This in turn leads to the children making good progress. The emphasis placed

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

on ensuring the children’s welfare enables all children to experiment, explore and learn within a safe and supportive environment. Children are developing a good understanding of healthy living and staying safe. For example, children referred to ‘safe’ gloves when they removed items from the ‘oven’ in the role play area.

The members of the Early Years Foundation Stage team work together well and have a good understanding of the provision’s strengths and weaknesses. Good use is made of the outdoor area to promote learning. The children enjoy working outdoors and move confidently between the indoor and outdoor areas. However, the lack of a covered area restricts its use in all weather conditions. The classroom is well organised and provides the children with a stimulating learning environment. Assessment procedures are securely embedded and are used effectively to monitor children’s progress, to evaluate the curriculum and to inform future planning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire are entirely supportive. All stated that their children enjoy school. The vast majority stated that the school keeps their children safe. A few felt that their children were not making enough progress and that the school does not take sufficient account of their concerns and suggestions. Inspectors found that pupils are making good progress. Links with parents and carers are good. The headteacher is keen to involve parents and carers and welcomes their involvement.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Surrey Street Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 100 completed questionnaires by the end of the on-site inspection. In total, there are 277 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	66	32	32	0	0	2	2
The school keeps my child safe	65	65	33	33	2	2	0	0
The school informs me about my child’s progress	39	39	51	51	9	9	1	1
My child is making enough progress at this school	51	51	45	45	4	4	0	0
The teaching is good at this school	60	60	37	37	2	2	1	1
The school helps me to support my child’s learning	50	50	42	42	6	6	2	2
The school helps my child to have a healthy lifestyle	45	45	51	51	4	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	47	45	45	5	5	2	2
The school meets my child’s particular needs	37	37	55	55	5	5	1	1
The school deals effectively with unacceptable behaviour	35	35	57	57	5	5	1	1
The school takes account of my suggestions and concerns	34	34	51	51	10	10	3	3
The school is led and managed effectively	43	43	51	51	0	0	3	3
Overall, I am happy with my child’s experience at this school	55	55	39	39	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



3 October 2011

Dear Pupils

Inspection of Surrey Street Primary School, Luton, LU1 3BZ

Thank you for making us so welcome when we visited your school and for completing the questionnaires. This has helped us in coming to our judgements that Surrey Street Primary is a good school. You get off to a good start in the Reception class and by the end of Year 6 your attainment in reading, writing and mathematics is similar to the national average. Overall your progress is good.

During our visit, we saw that you behave well and show respect for each other. You told us that the staff look after you well and you enjoy school. You make a good contribution to the school by being so responsible and helping each other. We were pleased to find that you have a good understanding of how to keep yourself safe and that you are keen to adopt a healthy lifestyle. Your attendance is improving. I wonder which class will win the weekly punctuality and attendance awards most. Will it be yours?

To help you do even better, we have asked the school to make sure that:

- teachers use assessment information consistently well to plan work, and ensure that you understand your targets and the next steps to achieve them, so that you make even quicker progress in writing and mathematics
- the governing body checks more closely on how well you are doing, and poses more challenging questions to the leadership team.

Please remember, to make your school better you must play your part by always trying your best.

Yours sincerely

David Wynford-Jones
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**