

Inspection of Grazebrook Primary School

Grazebrook Primary School, Lordship Road, Stoke Newington, London N16 0QP

Inspection dates: 1 and 2 November 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since February 2012.

What is it like to attend this school?

Leaders have created a calm and orderly environment in which pupils flourish. Pupils readily take ownership of demonstrating and living out the school values of kindness, focus, creativity, responsibility and collaboration. This can be seen throughout the school. The Grazebrook 'passport' aims to support pupils to develop as active citizens and enhance their understanding of the world around them. Pupils are proud to take part in charity work because they want to improve the lives of their wider community.

The curriculum is highly ambitious and broad for all, including those with special educational needs and/or disabilities (SEND). Leaders ensure that all pupils are able to fully follow the curriculum. Pupils show real enjoyment and delight in learning new ideas and engaging with different experiences. Pupils achieve highly across the curriculum. Extremely strong outcomes in national assessments help to exemplify the strength of the curriculum and how well it is delivered.

There are strong behaviour routines in place at the school. These are lived and understood by all, from early years upwards. Behaviour is a strength. Pupils are kind and courteous. In lessons, pupils' conduct positively supports learning. Pupils said that their own attitudes and those of their peers have a positive impact on their time at school.

Pupils are kept safe at this school. Pupils feel safe and all have adults who they know they can talk to about any worries.

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

Right from the start, in early years, leaders have planned a curriculum that supports pupils to be highly successful in their learning. The curriculum is as ambitious as the national curriculum for all subjects and exceeds it for some. Leaders have given considerable thought to when pupils learn and practise certain ideas and concepts in a subject. This means that learning builds seamlessly on pupils' prior knowledge, enabling them to progress smoothly through the intended curriculum. Teachers think carefully about how best to adapt the way the curriculum is taught for their classes and pupils. This allows all pupils to be extremely successful in their learning across the curriculum.

Assessment is used to check that the curriculum is being learned and remembered by pupils. Teachers quickly address misconceptions in the moment, and they use more formal assessments to fine-tune what is taught and practised.

Reading runs through all that happens at the school. It is prioritised from day one of Reception Year, where children begin to learn phonics through a well-structured programme. Teachers have the expertise to ensure that all pupils become accurate and fluent readers. Training provided to teaching staff enables them to deliver the phonics scheme with fidelity. Assessments are used to identify any gaps in

knowledge, and any that are present are quickly filled by expertly led additional teaching support. Pupils' outcomes in the phonics screening check are strong, although leaders only see this as a first step. They also focus sharply on making sure that pupils have a strong understanding of what they are reading and develop a love of books. Pupils are immersed in books, language and stories. All of this leads to pupils becoming fluent and joyful readers.

The learning of pupils with SEND is prioritised. Leaders ensure that pupils with SEND access the same curriculum as their peers. Regular communication with parents and carers, teacher, and other agencies helps to ensure that all pupils' needs are understood and well supported. Teachers receive appropriate training to enable them to support pupils to thrive in all aspects of school life. Purposeful adaptations to learning have a positive impact on how well pupils know and remember more of the planned curriculum. Leaders also give extra support for pupils with SEND to ensure that they are successful when they move to a new year group or school.

Pupils' attendance is high when compared to national averages. The school has established regular rules and routines, which are understood by all. Behaviour around school, including during breaks, in lessons and assemblies, is consistently very positive. Pupils readily take on responsibility for improving the life of all in their school community.

Beginning in early years, leaders ensure that all that the school does aims to develop the character of the whole pupil. Leaders know their pupils very well. They make sure that enrichment experiences and opportunities are aspirational and well designed to meet pupils' needs. Pupils have multiple opportunities to contribute to school life through a number of roles. These include being subject ambassadors, learning counsellors and playground friends. Pupils make applications for these roles, and the work that they do is highly valued by the whole-school community.

Leaders are relentless in their work to deliver high-quality learning and a rich set of wider experiences for pupils. They ensure that all staff receive carefully planned professional development. This means that staff can support pupils very effectively in their progression through the curriculum. Leaders also successfully promote staff well-being.

The work of the governing body and the wider federation is effective and well targeted in supporting the school to achieve its ambitions for pupils.

Safeguarding

The arrangements for safeguarding are effective.

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	100258
Local authority	Hackney
Inspection number	10289772
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	442
Appropriate authority	The governing body
Chair of governing body	Chris Howard
Executive headteacher	Nicole Reid
Website	www.grazebrook.hackney.sch.uk
Dates of previous inspection	22 and 23 February 2012, under section 5 of the Education Act 2005

Information about this school

- The school joined the New Wave Federation in September 2012.
- A new headteacher has been appointed since the school's previous inspection.
- Leaders use no alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the executive headteacher, the headteacher and other senior leaders. They held discussions with representatives of the local authority and members of the governing body, including the chair of governors.

- The inspectors carried out deep dives in these subjects: early reading, history, mathematics and physical education. The inspectors discussed the curriculum with leaders, visited lessons, reviewed pupils' work, met with pupils to discuss their learning, and met with subject leaders and teachers.
- The inspectors also considered the curriculum in other subjects.
- 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 to pupils during lesson visits. They observed pupils' behaviour in lessons and at break and lunchtimes. The inspectors spoke to staff about behaviour and about their workload in the school.
- The inspectors considered responses to Ofsted's online surveys for parents, pupils and staff.

Inspection team

Luke Stubbles, lead inspector	His Majesty's Inspector
James Robinson	Ofsted Inspector
Fiona Jatta	Ofsted Inspector

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