

Granton Primary School

Inspection report

Unique Reference Number	100564
Local Authority	Lambeth
Inspection number	276330
Inspection dates	18–19 May 2006
Reporting inspector	Jane Chesterfield

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	3–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Ms Carol Littler Mrs Linda Courtney
Date of previous school inspection	Not previously inspected
School address	Granton Road London SW16 5AN
Telephone number	02087646414
Fax number	02086793403

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is a large primary serving a diverse community in South London. Most pupils are from minority ethnic backgrounds and about a third speak English as an additional language (EAL). The main groups represented are Black Caribbean, Black African and White British. Mobility of pupils is high. The proportion of pupils with learning difficulties and disabilities (LDD) is just above the national average. Over a third are eligible for free school meals. The school has been re-awarded Investors in People status and the Basic Skills Mark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

* Improve standards in pupils' creative and imaginative writing in the Foundation Stage and Years 1 and 2. * Improve standards in practical mathematics and problem solving throughout the school. * Improve the quality of marking to help pupils understand how to make their work better.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Good teaching and learning enable pupils throughout the school to make good progress and enjoy learning.

Children in the Foundation Stage make a good start because basic social and communication skills are well taught. In Years 1 to 6 there is a good emphasis on discussion and questioning which helps teachers assess pupils' knowledge and extend their speaking skills. This is an important factor in why those with EAL make good progress. Pupils with LDD make good progress because they are well taught.

Work is usually well planned and matched to all pupils' needs. For example, pupils are organised into ability group in Years 5 and 6 and this helps them to achieve well. However, there is insufficient emphasis on teaching practical problem solving in mathematics in Years 1 and 2 and this slows pupils' progress. While there is a good emphasis on promoting many aspects of writing in Years 3 to 6, there are missed opportunities to extend creative and imaginative writing from Reception to Year 2.

Teachers give pupils positive encouragement but their marking does not always link directly to pupils' targets or give sufficient guidance on how they might improve. As a result, this limits the development of pupils' thinking and skills.

Curriculum and other activities

Grade:

The school provides a good curriculum that covers all requirements and is enhanced by the chance to learn Spanish and French. There is a strong emphasis on basic skills, especially reading, speaking and listening. Imaginative links between subjects make learning meaningful for pupils. For example, pupils learnt about fractions while planning a 'global village' in literacy and geography. The school accurately identifies elements of writing and mathematical problem solving as gaps in its provision.

The good range of extra activities, including residential trips and visits, ensures that pupils enjoy learning and adopt healthy lifestyles. The curriculum enriches pupils' personal and social development well, for example through events such as the Carnival Arts Week, which contributed to pupils' enjoyment, skills and confidence. Following requests from pupils, the school has increased sporting opportunities, so that they enjoy taking healthy exercise.

Care, guidance and support

Grade:

The quality of care, support and guidance is good. Staff understand pupils' academic and pastoral needs well. The school meets requirements for child protection and risk assessments. Bullying and racist incidents are very rare and are handled well. Staff are consistent in applying the school's programme for behaviour management. The identification of, and support for, vulnerable pupils are outstanding. Excellent links with outside professionals and high quality individual education plans help nurture pupils with LDD. Support staff are committed and well trained. The many pupils who arrive mid-year are helped to settle in well and provision for those with EAL is excellent. A Somali pupil said, 'this school welcomes everyone; it doesn't matter where you're from'. Pupils know the challenging targets they are working towards. However[v1], work is not always marked in a way that helps pupils to progress. Although pupils are taught about keeping healthy, they are not always helped to make healthy choices at lunchtime.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for being so helpful and pleasant when we visited your school. We really enjoyed meeting and talking to you. We agree with you that Granton Primary is a good school and we know that you enjoy going there very much. You are all doing well in your lessons because your teachers know you well and know how to give you the work that is right for you. This means that you can get on with it and learn new things. Your lessons are interesting and the clubs and games available to you at lunchtime and after school are good fun.

We were very impressed with your behaviour around the school and in the playground, and we thought that those of you who help others and the school as playground buddies or mediators, or as members of the school council, are doing a first class job. The staff take good care of you all and those of you with particular needs are very well supported.

Mrs Courtney and her colleagues run the school well, and know how to make it even better in the future. We have agreed that those of you in nursery, reception and Key Stage 1 are going to have the chance to use your imaginations more in your writing, and that all of you are going to have more chance to solve problems in maths. Your teachers are going to make sure that their marking helps you understand what you need to do to improve your work.

Well done to you all and best wishes for the future.

Jane Chesterfield

Lead Inspector