

# Grazebrook Primary School

## Inspection report

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<b>Unique Reference Number</b>	100258
<b>Local Authority</b>	Hackney
<b>Inspection number</b>	307342
<b>Inspection dates</b>	12–13 March 2008
<b>Reporting inspector</b>	Robert Lovett HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	460
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Grahame Horgan
<b>Headteacher</b>	Mrs Carron Adams-Ofori
<b>Date of previous school inspection</b>	22 September 2003
<b>School address</b>	Lordship Road Stoke Newington London N16 0QP
<b>Telephone number</b>	020 8802 4051
<b>Fax number</b>	020 8442 5202

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

The school is larger than most primary schools. The proportion of pupils from minority ethnic groups is much higher than average, as is the proportion of pupils who speak a first language other than English. A significant number of these are in the early stages of learning English. While the school's catchment area is varied, many pupils are less economically advantaged than most nationally and the proportion of pupils known to be eligible for free school meals is well above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvements in the school.

Care, guidance and support are inadequate and systems for promoting children's safety and well-being are too weak. The school has not taken effective action to reverse a decline in standards in mathematics and science. The quality of education provided is inadequate.

Risk assessment procedures have failed to identify some significant hazards around the school and where risks have been identified insufficient action has been taken to address them. Before the inspection the headteacher was aware of concerns with regard to the health and safety of the youngest children. At the time of the inspection many of the identified hazards in the outside learning areas remained. The climbing bars next to the playground used by the older pupils are deemed unsafe but no attempt had been made to secure them or make access difficult so they were still being used. At the last inspection risk assessment procedures were identified as a main weakness. This failure to ensure the health and safety of the children in its care represents a major failing by the school's senior leaders.

The majority of parents and carers who responded to the questionnaire are positive about the school, although over a third of them wrote to express a range of concerns. Many say they are not sufficiently informed about what is happening in the school, how well their children are doing, or how they can help further their education. Working more closely with parents was one of the most important areas for improvement identified in the last inspection report and this has not been adequately addressed. Despite the establishment of a Parents' Forum, too many parents still feel there is not a sufficiently strong partnership between home and school. Many also expressed justifiable concerns about aspects of site safety, hygiene and cleanliness and their potential impact on the safety and well-being of their children.

The progress made by pupils overall is satisfactory. However there has been a decline in standards that has not been effectively tackled. Standards overall are below average but within this there are significant differences in attainment across subjects. Standards in English are broadly average while in mathematics they are below average. Attainment in science is exceptionally low. Because the school, supported by the Learning Trust, has had a sustained focus on reading in Key Stage 1 and English in Key Stage 2, pupils are making more progress in this subject and standards have risen.

While the school has recognised this decline in standards, actions taken to raise attainment and ensure pupils make better progress have had insufficient impact. Subject leadership is not good enough and some key staff do not have a clear view of how well pupils are doing nor how to interpret data in order to accelerate pupils' progress. The school's senior management team has not been robust enough in challenging teachers and subject leaders to reverse the fall in standards and ensure that pupils' progress is good. The necessary support and challenge have not been provided quickly enough so that improvements can be made. The school's improvement plan, which identifies the main priorities for the school lacks clear, measurable targets. This lack of clarity makes it difficult for the school's leaders to know how effective actions have been or for the governing body to hold them properly to account and to ensure identified

improvements are implemented. The governing body has not been sufficiently robust in providing challenge and ensuring satisfactory value for money. The effectiveness of the Foundation Stage is inadequate because of a failure to identify possible hazards in the outside activity area. As a result there are a number of risks to the safety of children in the outside learning area. In addition, provision for some areas of learning, such as communication and language skills, is inadequate.

Teaching is satisfactory and of the lessons seen, half were good. Some teachers are making good use of learning objectives to ensure pupils know what they are to learn and why, but this good practice is not consistent across the school.

Many pupils enjoy school and talk with interest about their lessons. They also comment positively on the school's friendly and welcoming ethos and the good relationships between pupils and between pupils and adults. They say they like the range of clubs and activities available, highlighting music and sport as strengths. Like their parents, they say they would welcome improvements to the physical state of some parts of the school.

While some recent changes are beginning to have a positive impact on the quality of teaching and learning, the school's capacity to improve is inadequate because previously identified hazards and risks to the safety of pupils have not been remedied. Some key areas for improvement from the last inspection have not been successfully addressed and the senior management team's analysis of evidence about the school's effectiveness lacks rigour. A number of their judgements indicate that the school is less effective than at the time of the last inspection. Teaching and learning, the curriculum, pupils' behaviour and personal development and leadership and management have all declined from good to satisfactory. The need to improve 'virtually all managers' was identified in the last report but some subject leadership remains weak and the senior management team has not been rigorous enough in respect of the challenge and support provided.

## **Effectiveness of the Foundation Stage**

### **Grade: 4**

When they join the school in the Nursery, many children have levels of skill and knowledge which are below those expected for their age. They make satisfactory progress. Children develop good social skills, learning to share equipment and play together well. Their behaviour is good.

A failure to share the planning of activities for the Nursery and Reception classes results in some learning lacking consistency over time which slows the progress that pupils make. The plans do not make sufficiently clear how children's physical development will be promoted. Outside activity areas in the Nursery and Reception classes are poorly organised which limits opportunities for children to develop their creativity through play and the development of their communication skills, particularly their use of imaginative language.

The outdoor learning environment poses some serious health and safety risks to children. The storage of potentially dangerous activity equipment, dirty and poorly stored play equipment and trip hazards near doors are examples of these risks.

## **What the school should do to improve further**

- Ensure appropriate risk assessments are carried out and action taken to make all areas of the school safe.
- Ensure leaders and managers at all levels takes decisive action to secure improvements in standards.

- Accelerate pupils' progress and raise standards in mathematics and science by making better use of assessment data to monitor how well pupils are doing and by setting high expectations.

## **Achievement and standards**

### **Grade: 3**

Since the last inspection pupils' achievement has fallen from good to satisfactory.

Children join the school with levels of skill which are below those expected nationally. Although they make satisfactory progress in Key Stage 1, when they leave Year 2 standards remain below average. In the 2007 teacher assessments for pupils in Year 2, standards in writing were broadly average but were very low in reading. Because of a clear focus on improving reading, better teaching and effective support from the Learning Trust standards are now beginning to rise in this area. In mathematics standards were below average.

In 2006, standards at Key Stage 2 fell dramatically and were very low. Pupils did better in the 2007 national tests and made satisfactory progress overall. While standards in English are close to average, standards in mathematics are below average and in science they are very low.

Pupils with learning difficulties make satisfactory progress because they receive appropriate additional support in the classroom. In the 2007 national tests, pupils from some minority ethnic groups did significantly less well than similar pupils nationally. More effective support is now helping them make satisfactory progress. Pupils who speak a first language other than English are also well supported and make the same progress as other pupils. Their targets and progress are analysed by the coordinator for minority ethnic achievement in order to ensure that provision matches well with pupils' learning needs.

## **Personal development and well-being**

### **Grade: 3**

Most pupils like coming to school. Where teaching is lively enough and pupils involved, their attitudes to learning are best. Since the last inspection pupils' behaviour has declined but it is now improving and is satisfactory. Strategies such as 'Stay on Green' successfully promote consistency, help teachers manage low-level disruption and reinforce the expectation that all pupils will behave well. Some parents are adopting this positive approach at home while others say they would like to know more about it.

Pupils feel safe and say that any bullying is quickly dealt with. Attendance is satisfactory and punctuality, a concern raised by the school, is being successfully addressed with the help of the learning mentor.

Spiritual, moral, social and cultural development is satisfactory. Pupils' cultural awareness is developed well through the celebration of other faiths and their cultures. During the inspection a group of Turkish parents were discussing their involvement with their children in the forthcoming Kurdish New Year festival 'Navroz'.

The school has been successful in promoting healthy lifestyles, supported through a good range of physical activity in the school, including competitive sport. Members of the school council have influenced lunchtimes by requesting healthier eating options.

Girls and boys of different backgrounds get along well together and incidents of racism are rare.

## Quality of provision

### Teaching and learning

#### Grade: 3

There are examples of good teaching throughout the school and there are indications that the quality is rising. Where teaching is good, pupils know what they are expected to learn and activities are well matched to their needs. In lessons which are satisfactory, pupils are less clear about what they are learning because the objectives for the lesson have not been shared with them. In some lessons, pupils have insufficient opportunities to discuss their work or to develop a sense of independence. Those pupils requiring additional help are well supported. Pupils who are in the early stages of learning English receive effective support from teaching assistants, teachers and other pupils.

The school's senior management team has recently introduced a programme of focussed lesson observations and these are beginning to improve the quality of teaching.

### Curriculum and other activities

#### Grade: 3

Recent changes to the curriculum have resulted in improvements in provision such as an increased focus on practical work in science and mathematics. However their impact is not monitored sufficiently and the curriculum has not enabled pupils to make good progress.

Reading in Key Stage 1 has improved as a result of the use of a programme of structured reading support (Reading Recovery) and further activities to promote reading skills such as the daily reading support sessions.

There are good opportunities for pupils to enjoy physical education, music and the arts and there are good examples of pupils' artwork on display around the school.

The curriculum is enhanced by more than fifteen extra-curricular activities that are very well supported by pupils. All classes have the opportunity to participate in school visits to support learning. Year 6 pupils enjoy a residential visit to an outdoor centre in Kent.

### Care, guidance and support

#### Grade: 4

Procedures for assessing risk do not rigorously promote the health, safety and well-being of pupils. Some significant hazards have not been identified and where risks have been identified too little action has been taken to address them.

Support for pupils who are learning English as an additional language and for pupils with learning difficulties and disabilities is good and helps them to develop self-confidence and make satisfactory progress.

The quality of marking is inconsistent. Some pupils, particularly those in Years 2 and 6 benefit from some helpful guidance on how to improve their work but this good practice is not consistent across the whole school. The school has recently introduced a system to track the progress pupils are making, but as yet it is not being well enough used to raise standards. The data the school holds are not being used effectively enough to set challenging targets, which will accelerate pupils' progress.

## Leadership and management

### Grade: 4

The senior management team has not been vigilant enough in identifying risks to the health and safety of pupils. Where risks have been drawn to their attention, insufficient action has been taken to address them. Most parents and carers who responded to the questionnaire are positive about the school, although over a third of them expressed a range of concerns. Many were worried about aspects of site safety, hygiene and cleanliness. As a result of inadequate arrangements to protect the health and safety of the youngest children and weakness in provision for outside learning, the leadership and management of the Foundation Stage is inadequate. Although building a stronger partnership with parents was identified as a priority in the last inspection report, there is still some way to go in securing an effective partnership.

Leaders and managers at all levels have failed to react quickly enough to address falling standards in mathematics and science. Where improvements are beginning to show, their analysis to set targets and raise expectations is inadequate. Some subject leadership is inadequate and does not have a sharp enough focus on raising achievement.

Too many areas for improvement from the last inspection have not been addressed and a number of key judgements indicate the school's overall effectiveness has declined. Inadequate progress has been made over time. The governing body knows that standards could be higher and it has challenged the senior leaders about them and other issues. However this has not been enough to arrest the decline in standards or to ensure the pupils' safety.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	4
The effectiveness of the Foundation Stage	4
The capacity to make any necessary improvements	4

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	4

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

25 April 2008

Dear Pupils

Inspection of Grazebrook Primary School, London, N16 0QP

Thank you for making my colleagues and I feel so welcome when we visited your school. We enjoyed talking with you on the playground and around the school. I would particularly like to thank those members of the school council who came along to the library to meet with me. Your views are very important and helped us get to know your school. We think that while your school has made some improvements, it should be doing much better.

These are the things we like about your school:

- you told us you all get along well together and we can see that you do
- you like the new 'Stay on Green' strategy and you told us that as a result behaviour has improved. We agree that you behave acceptably in lessons and around the school
- most of you attend regularly and punctuality is improving
- there is a good range of clubs and activities, particularly in music and sport and you have lots of opportunities to compete against other schools.

There are a number of ways your school needs to improve:

- standards in mathematics and science need to improve more quickly
- plans to make the school better should be tightened up so that governors and others have a better idea of how well you are all doing
- some areas of the school which are dirty or even unsafe need to be improved as a matter of urgency.

Everyone at the school will be working hard to try to improve these and other areas we have identified. Some different inspectors will visit to see how well things are going. It is important that you play your part in this by working hard, continuing to attend regularly and helping to keep the school clean and tidy.

Yours faithfully

Robert Lovett

Her Majesty's Inspector