

Granard Primary School

Inspection report

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|--------------------------------|---------------------|
| Unique Reference Number | 101028 |
| Local Authority | Wandsworth |
| Inspection number | 335647 |
| Inspection dates | 17–18 November 2009 |
| Reporting inspector | Linda Pickles |

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 of pupils on the school roll | 345 |
| Appropriate authority | The governing body |
| Chair | Mr John Marston |
| Headteacher | Mrs Glynis Cobb |
| Date of previous school inspection | 9 November 2006 |
| School address | Cortis Road London SW15 6XA |
| Telephone number | 020 87883606 |
| Fax number | 020 87854515 |
| Email address | info@granard.wandsworth.sch.uk |

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a range of documentation, including data about pupils' progress and attainment; the school's planning documents, policies, procedures and records. They reviewed information provided by parents in the 88 questionnaires that were returned

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment of pupils on entry to the school and the progress made by the oldest pupils
- the quality of teaching and its impact on pupils' learning, particularly for pupils with special educational needs and/or disabilities and pupils who have a first language other than English
- the extent to which the provision, including care, guidance and support, has improved outcomes and attendance
- the effectiveness of leadership and management, including governance, on driving improvements and managing change.

Information about the school

Granard is a larger than average primary school. A small minority of pupils are from White British background. The large majority of pupils are from a wide range of ethnic groups, the largest being Black African. The proportion of pupils whose first language is not English is well above the national average and a few are at the early stages of learning English. The proportion of pupils eligible for free school meals is well above that found nationally. The proportion of pupils with special educational needs and/or disabilities is well above the national average; most of these pupils have moderate learning difficulties. The proportion of pupils with a statement of special educational need is above average. The school has Healthy School Status and the Activemark award.

The school is registered for extended childcare provision and a newly opened Children's Centre on site which are both managed by the governing body.

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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?

3

The school's capacity for sustained improvement

3

Main findings

Granard Primary is a satisfactory school where pupils from culturally diverse backgrounds get on well with each other. Parents appreciate the school's work, particularly the good care and support provided for pupils and their families. As one parent stated, 'I am very happy that my child is in a warm, friendly and caring school.' Pupils' attitudes towards school are positive and their high levels of enjoyment are demonstrated through their good behaviour and good spiritual, moral, social and cultural development. Pupils enjoy the opportunities to participate in all aspects of school life and make a good contribution to the school and wider community.

The quality of pupils' learning and the progress they make overall is satisfactory. Children make adequate progress in the Early Years Foundation Stage. The oldest pupils in the school make satisfactory progress from average attainment at the end of Key Stage 1 and by the end of Year 6 reach standards that are broadly average in English and mathematics but lower in science. Pupils with a first language other than English make sound progress, as do pupils with special educational needs and/or disabilities. Pupils' good behaviour and positive attitudes contribute to their learning, particularly when activities challenge their thinking and allow them to talk about what they are doing.

Teachers plan lessons which reflect pupils' interests and manage well-ordered and calm classrooms. Pupils with special educational needs and/or disabilities are well supported by additional adults through small group work and in-class support. In lessons where the pace of learning is slower, activities do not provide sufficient challenge for pupils of different ability levels to make good progress and they are not given sufficient opportunities to talk about what they are learning or to demonstrate what they have learnt during the lesson. Marking, although regular and positive, does not consistently provide pupils with guidance on how they can make their work better or demonstrate high expectations in the quality of work produced. The progress made by pupils is monitored by the school, but too little attention is paid to tracking the progress of different groups of pupils.

The curriculum is good and makes a significant contribution to pupils' good personal, social and emotional development. Recent improvements, however, have not yet had sufficient time to impact on the progress that pupils make. Senior leaders have an accurate view of the school's strengths and weaknesses and recognise that practice across the school is not yet consistent due to the large number of new staff who have recently joined, including senior leaders and middle managers. This restricts the school's capacity for sustaining improvement which, as a result is satisfactory rather than good.

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What does the school need to do to improve further?

- Increase the proportion of good or better teaching by summer 2010, in order to raise standards and accelerate pupils' progress, by:
 - building on and sharing existing good and outstanding practice within the school
 - making sure that assessment information is used to plan activities that provide challenge for pupils at all ability levels and allow them to make good progress in lessons
 - allowing pupils to talk about their learning and checking what they have learnt against clear learning outcomes explained at the start of the lesson.
- Improving the quality of marking and assessment of pupils' work by:
 - providing pupils with information about how they can improve their work further
 - providing opportunities for pupils to assess how well they are learning
 - ensuring teachers have consistently high expectations about the quality and presentation of pupils' work.
- Strengthen existing tracking and assessment systems to monitor the progress of different groups of pupils to ensure they all make at least good progress.

Outcomes for individuals and groups of pupils

3

Generally pupils enter Key Stage 1 with skills and knowledge slightly below average and make satisfactory progress. The oldest pupils in the school make satisfactory progress from their attainment at the end of Key Stage 1 and standards are broadly average by the end of Key Stage 2. Pupils with special educational needs and/or disabilities make satisfactory progress from their starting points, because their needs are identified quickly and they are provided with targeted support both in and out of class. Pupils with a first language other than English make progress in line with their peers. Pupils are enthusiastic about their learning and respond very positively to activities which are well matched to their ability level and provide them with opportunities to talk about and reflect on what they are learning.

Pupils have a well-developed understanding of how to keep themselves safe both in and out of school and speak enthusiastically and knowledgeably about the importance of sport and diet in keeping them healthy. They feel happy and safe in school and are confident that adults there will help them if they have any concerns. They greatly enjoy the taking part in different sporting and cultural activities and appreciate being given roles of responsibility as house captains, members of the school council and playground buddies. Pupils are considerate towards each other and understand that the school and wider community are culturally diverse. The school has been successful in improving pupils' attendance since the last inspection and pupils greatly enjoy being 'cool cats' because their attendance has improved. Attendance is now broadly average and the

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extent to which pupils develop basic skills prepares them adequately for future economic well-being.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| 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?

The overall quality of teaching is satisfactory, with some good and outstanding lessons observed. Classrooms are well organised and calm and pupils behave well and enjoy their learning. Teachers generally have good subject knowledge and teaching assistants are deployed effectively to work with pupils who need additional help. In lessons where pupils make good progress there is a fast pace which engages pupils and assessment information is used to plan activities which are accurately matched to the different ability levels within the class. In these lessons teachers share the planned learning outcomes at the start of the lesson and use skilful questioning to check what pupils have understood. Where the pace of learning is slower, work is not accurately matched to pupils' abilities, there are limited opportunities for pupils to share their understanding and they spend too long listening to the teacher. Books are marked regularly but marking does not consistently inform pupils how they can improve their work or involve pupils in assessing

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

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their own progress.

The curriculum is imaginative and provides a broad range of experiences which make a significant contribution to pupils' well-being, although new plans to strengthen cross-curricular links have not yet had sufficient time to impact on the progress that pupils make. Specialist music, drama, sport and modern foreign language teaching effectively meets the needs of pupils, including those with a first language other than English. Good opportunities are provided for pupils to develop skills in information and communication technology which supports their learning both in school and at home through the Fronter programme. After-school clubs are well attended and reflect pupils' enthusiasm for sport and cultural activities and a range of sporting activities are available which actively engage pupils during playtimes. Visitors in school, for example musicians and the police, as well as a residential trip to Norfolk for Year 6 pupils, broaden their understanding and promote their skills of independence.

Staff take good care of pupils and all have regular training in different aspects of child welfare. The school has been successful in improving attendance by effectively engaging parents and implementing rigorous systems for monitoring the attendance levels of all pupils, particularly those who are persistently absent. There are effective systems in place to promote parents' involvement in their child's learning through regular newsletters which are translated into community languages when required. Information booklets are provided for families of new pupils which contribute to the school's good transition arrangements. Links with external agencies are strong and provide good support for vulnerable pupils. Childcare managed by the governing body, including children in the Early Years Foundation Stage, meets health and safety requirements in line with the school.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| 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 is relentless in her commitment to secure high-quality provision and outcomes for pupils and her vision is shared, understood and fully supported by all staff. Senior leaders have an accurate and well-informed view of the school's strengths and weaknesses and have been successful in improving standards in reading at the higher levels and raising attendance. Senior leaders recognise that the quality of teaching and assessment is not yet consistent across the school due to the large number of staff who joined in September 2009 and appropriate plans are in place to address this. The

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progress that pupils make is regularly monitored, but the school does not track the progress made by different groups of pupils. The school is setting targets that are increasingly challenging and recognises that pupils will need to make good progress in order to reach them.

Governors discharge their statutory responsibilities and ensure that pupils and staff are safe and provide satisfactory challenge in holding the school to account for its performance. Most parents expressed positive views of the school, reflecting the good relationships that exist between themselves and staff. The school consults parents through questionnaires and keeps them informed through regular newsletters. The school complies with government requirements for safeguarding, health and safety and child protection and adopts recommended good practice across all areas of its work. The school's inclusive ethos supports equal opportunities and tackles discrimination and the school works well with outside agencies to support good outcomes for pupils' well-being. The school makes a strong contribution to promoting community cohesion and pupils from culturally diverse backgrounds work and play together harmoniously. Links with community groups beyond the immediate community are well developed.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| 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 | 3 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills that are generally lower than those typically expected for their age, particularly for communication, language and literacy, and a small minority are at the early stages of acquiring English. Children make satisfactory progress from their starting points, including those with special educational

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needs and/or disabilities and those who have a first language other than English. Relationships between adults and children are good, which supports their good behaviour. Children from many different cultural backgrounds play well together. The children are keen to learn and their skills of independence are promoted by the opportunities they have to choose activities.

The new Early Years Foundation Stage leader has a good knowledge of learning and development and welfare requirements and has been successful in promoting a learning environment which reflects children's backgrounds and the wider community. Policies and procedures ensure that all children are protected and well supported. Activities are planned which interest and engage children and assessments are used regularly to inform planning. The new leader has accurately identified areas for improvement and has clear plans for improvement, particularly in tracking and monitoring children's progress against the Early Learning Goals. The new leader has not yet had sufficient time to impact on the provision and progress that children make. Partnership with parents is a strength, especially through the newly opened Children's Centre on the school site, and links with outside agencies are strong.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

Views of parents and carers

From the returned questionnaires, it is clear that the school enjoys the confidence and support of the very large majority of parents. The vast majority of those who responded said that they are happy with their children's experience at Granard Primary. This is in line with the inspection team's judgement on the school's satisfactory overall effectiveness. A very small minority expressed concerns about the way the school deals with unacceptable behaviour; the inspection team found that behaviour is managed well and during the inspection, good behaviour was seen in classrooms and around school. A few parents felt that the school does not take account of their suggestions and concerns and inspectors brought this to the attention of senior leaders.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Granard 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 12 statements about the school.

The inspection team received 88 completed questionnaires by the end of the on-site inspection. In total, there are 345 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 64 | 73 | 24 | 27 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 52 | 59 | 31 | 35 | 5 | 6 | 0 | 0 |
| The school informs me about my child's progress | 48 | 55 | 39 | 44 | 1 | 1 | 0 | 0 |
| My child is making enough progress at this school | 52 | 59 | 31 | 35 | 4 | 5 | 0 | 0 |
| The teaching is good at this school | 53 | 60 | 32 | 36 | 2 | 2 | 1 | 1 |
| The school helps me to support my child's learning | 52 | 59 | 34 | 39 | 2 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 49 | 56 | 36 | 41 | 1 | 1 | 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) | 33 | 38 | 42 | 48 | 1 | 1 | 0 | 0 |
| The school meets my child's particular needs | 39 | 44 | 42 | 48 | 4 | 5 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 37 | 42 | 39 | 44 | 6 | 7 | 1 | 1 |
| The school takes account of my suggestions and concerns | 36 | 41 | 35 | 40 | 4 | 5 | 3 | 3 |
| The school is led and managed effectively | 41 | 47 | 35 | 40 | 1 | 1 | 1 | 1 |
| Overall, I am happy with my child's experience at this school | 57 | 65 | 30 | 34 | 1 | 1 | 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 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 inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.



19 November 2009

Dear Pupils

Inspection of Granard Primary School, London, SW15 6XA

Thank you for making the inspection team so welcome when we came to your school recently. We enjoyed talking to you and seeing you working in class and playing outside. We agree with your parents that you really enjoy school and are well looked after.

You all get on well with your teachers and adults who work with you in class, and are caring and considerate towards each other. You understand well how to keep yourselves safe and the importance of keeping healthy. We think that you all make satisfactory progress in your learning and are working at the standards that are expected.

To help you do even better in your learning, these are some things I have asked the headteacher and staff to do:

- Give teachers opportunities to share ideas with each other about how they can improve your learning.
- Make sure you all make as much progress as you can by checking how well you are learning both during and at the end of lessons.
- Make sure that when teachers mark your books they expect your best work and tell you how you can make your work even better.
- Check how much progress you are all making in different subjects.

You can help by continuing to work hard, behaving well and making sure you come to school every day.

Yours faithfully

Linda Pickles

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