

# Grazebrook Primary School

## Inspection report

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<b>Unique reference number</b>	100258
<b>Local authority</b>	Hackney
<b>Inspection number</b>	376377
<b>Inspection dates</b>	22–23 February 2012
<b>Lead inspector</b>	David Radomsky

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 of pupils on the school roll</b>	448
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nadine Cartner
<b>Executive Headteacher</b>	Michelle Thomas
<b>Date of previous school inspection</b>	1–2 December 2009
<b>School address</b>	Lordship Road Stoke Newington London N16 0QP
<b>Telephone number</b>	020 8802 4051
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<b>Email address</b>	contacts@grazebrook.hackney.sch.uk

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	22–23 February 2012
<b>Inspection number</b>	376377



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## Introduction

Inspection team

David Radomsky

Additional inspector

Marion Hunter

Additional inspector

Linda Rafferty

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 23 lessons taught by 18 teachers. In addition, inspectors made short observations of 12 sessions on the teaching of phonics (pupils learning letter patterns and the sounds they represent) and five small group support sessions. Many of these observations were made jointly with either the executive headteacher or the acting head of school. Meetings were held with parents and carers, with members of the governing body, staff and groups of pupils. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work and looked at school documentation, including teachers' planning, the school and coordinators development plans, assessment information, safeguarding policies and samples of pupils' work. In addition, inspectors listened to pupils read and talked with them about their enjoyment of books. Inspectors analysed 164 questionnaires from parents and carers, and 86 from pupils.

## Information about the school

Grazebrook Primary is a larger than average-sized school. The proportions of pupils from minority ethnic backgrounds and those for whom English is an additional language are well above average. The proportion of disabled pupils and those who have special educational needs is smaller than average. Most of this group have moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is above average. Since the previous inspection, the school has gained many accreditations, including Primary Science Silver Quality Mark, Sing Up Silver, and the Rights Respecting School award. The school runs a daily breakfast club and after-school club. In September 2010, the school formed a soft federation with a local primary school. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

**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

<b>Overall effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>1</b>

## Key findings

- This is an outstanding school. Since the time of the previous inspection, there have been rapid and sustained improvements in all aspects of the school’s work. In this inclusive and caring learning environment, all pupils are extremely well prepared for the next stage of their education. Because the school promotes their spiritual, moral, social and cultural development very well, pupils grow in self-confidence and achieve extremely well.
- From starting points in the Early Years Foundation Stage which are similar to those found nationally, pupils make outstanding progress. Since the previous inspection, pupils have made exceptional progress from previously low starting points so that attainment at the end of Year 6 is now consistently high in English and well above average in mathematics. There are no significant or consistent differences between the achievements of any groups of pupils.
- Teaching is outstanding as teachers have an excellent understanding of pupils’ needs, plan effectively and challenge all to do as well as they can. High-quality academic support is provided for disabled pupils and those with special educational needs.
- Pupils and their parents and carers confirm that pupils feel very safe, behave well and develop very positive attitudes towards learning. A few parents, carers and pupils raised concerns that inappropriate name-calling that occurs occasionally in the playground is not always dealt with efficiently by duty staff.
- Exemplary leadership at all levels drives a relentless focus on improving all aspects of the school’s work, including the performance of the staff team. Leaders develop teachers’ skills through effective monitoring and feedback, coaching and sharing of good practice. Half-termly pupil progress meetings held with all teachers and senior leaders ensure that they are accountable for the progress of every pupil. Leaders have transformed the school environment, where the curriculum ensures many enjoyable and stimulating experiences.

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## What does the school need to do to improve further?

- By May 2012, improve the quality of playground supervision so that pupils' concerns are always listened to and followed up appropriately in a timely fashion.

## Main report

### Achievement of pupils

Almost all parents and carers feel that their children make accelerated progress, and inspectors agree. One parent, representing the view of many said, 'My child is thriving in an atmosphere that is stimulating and caring.' Children make outstanding progress in the Early Years Foundation Stage. This is because of a very well-resourced and visually stimulating learning environment linked to excellent teaching and planning which ensures that children have many opportunities to develop a wide range of skills. By the time they enter Year 1, children's skills in all areas of learning are above age-related expectations. Inspectors saw children accessing a range of tools such as gardening equipment, and children confidently explained how to use a rake or spade. Children enjoyed digging and hiding insects or pretending to be fire-fighters, thus developing language through role play. Planning identifies key learning for each child and is reviewed at least twice a week. This ensures an excellent balance of teacher-led and child-initiated learning tailored to the needs and interests of each child.

Achievement overall is outstanding. Attainment, including in reading, at the end of both key stages has improved significantly since the time of the previous inspection and is now well above average. Pupils' reading abilities are consistently well above average for pupils of a similar age. This is because the school effectively uses a systematic programme for the teaching of letters and sounds and because pupils are encouraged to read regularly at school and at home and answer comprehension questions on all the books that they read. Through highly effective support systems, the school ensures that disabled pupils, those with special educational needs and those for whom English is an additional language make the same outstanding progress as all others.

Pupils enjoy school and learn a range of skills. As one pupil said, 'Lessons are interactive and we never get bored.' In a Year 2 mathematics lesson, pupils were challenged to use a range of previously learnt mathematical skills and vocabulary in a fast pace oral and mental starter activity. The teacher involved all pupils and this quickly boosted their confidence to tackle more complex mathematical challenges in the main part of the lesson. When moving onto the use of clocks and understanding the importance of understanding time, the teacher elicited many responses ranging from pupils realising the importance for getting to school on time to not being late in catching an aeroplane. Pupils thus understood the relevance of their learning and

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this motivated them to work enthusiastically and collaboratively, enabling them to make excellent progress in their mathematics learning throughout.

## **Quality of teaching**

Parents, carers and pupils are keen to express their views that teaching is of high quality. As one parent told the inspectors, 'The teachers are the kind of people you remember all your life.' These views were fully endorsed by the inspection.

Teaching is outstanding as it has many consistently strong features and results in almost all pupils making rapid progress. Teachers plan for the learning needs of all pupils; they set a good pace and extend thinking through effective questioning. They ensure that learning is fun. Teachers explain clearly to pupils what they will learn and how they will know if they have succeeded. There are strong relationships, with teachers and teaching assistants interacting well with pupils to support them in their learning. There are well-embedded systems for marking and giving feedback to pupils. Pupils respond extremely well to the 'green pen' system for self-assessment and peer marking. They follow up on their teachers' comments for improvements or to answer an additional challenging question. In a few instances, the 'green pen' responses are absent in parts of pupils' books.

In a 'Success for All' literacy lesson, the teacher set a very fast pace, with well-chosen activities that engaged and enthused all pupils. They made rapid progress as they practised their scanning and skim reading skills to identify spelling patterns. They rose quickly to the challenge of a two-minute edit to correct both the spelling and grammar of a sentence that the teacher had put on the board. In swiftly moving on to a comprehension exercise, pupils were able to first read the questions and identify which of the three possible types of response was required: 'copycat,' 'text detective' or 'judge and jury'. This strategy of identifying response types before answering questions, which is applied consistently across the school, is very effective in developing sophisticated comprehension skills.

A scrutiny of pupils' work confirmed that well-planned cross-curricular work helps pupils put their learning into context and use transferable skills. There is much evidence, for instance, of the use of data handling, scientific enquiry and the extended use of information and communication technology (ICT). An extensive range of activities have an excellent impact on pupils' spiritual, moral, social and cultural development. These include creating art work inspired by Aboriginal paintings, discussing modern challenges such as endangered species, communal singing, reflection in assemblies such as on UNICEF's 'convention on the rights of the child' agenda and writing acrostic poems on diversity.

## **Behaviour and safety of pupils**

Most parents and carers believe that their children are very safe and that behaviour over time is good, both during lessons and as pupils move around the school.

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Inspection evidence supports this view. The school has effective systems for promoting good behaviour through both rewards and sanctions. Pupils say that the 'stay on green' system is applied consistently. They told inspectors that teachers make regular reference to these rules and that pupils respond well to the positive reward strategies for good work, behaviour and attendance. Good behaviour was evident in lessons, assemblies and playtimes observed during the inspection. The behaviour of pupils and the extremely positive attitudes they demonstrate in lessons are major reasons why pupils are making outstanding progress.

A few parents and carers raised concerns about the way in which the school deals with bullying. Pupils said that they feel safe and know that the school's leaders and teachers will help with any problems brought to their attention. Pupils are aware of the various types of bullying and they say that there is no racist or cyber bullying. They felt, though, that at play times, some inappropriate name calling does occur and expressed the view that duty staff do not consistently take their concerns seriously enough and deal with them appropriately. The governing body and senior leaders are in discussions about how to enhance the skills of duty staff in order to resolve this issue.

### **Leadership and management**

The school benefits from highly dedicated leadership from the executive headteacher, acting head of school and senior staff. Along with governors, leaders communicate a shared vision that is highly ambitious, aspiring for excellence in what every pupils and teacher can achieve. Highly effective strategies taken by the school have raised attendance since the time of the previous inspection and it is now high. Combined with the uncompromising focus on raising the quality of teaching, this has resulted in significant improvement in pupils' achievement, which is now outstanding. These successes demonstrate that the school has an outstanding capacity for future sustained improvement.

The school's comprehensive development plans clearly identify appropriate priorities and actions. With success criteria specifically quantifying clearly the intended impact actions will have on pupils' learning, improvements proceed at a rapid pace. Leaders support teachers very well through a programme of classroom observation, mentoring and professional development and by collaborating with its federated partner school to share expertise and learn from outstanding practice.

The outstanding curriculum is broad and balanced. Combined with a wide range of extra-curricular opportunities, pupils have extensive creative learning opportunities to develop a wide range of skills and enjoy highly memorable experiences. Well-planned enrichment activities, including the use of a range of partners, such as the 'Grazebrook's Got Talent' public performance, residential visits and the harmonious relationships evident in the school, ensure that provision for pupils' spiritual, moral, social and cultural development is outstanding.

Equality of opportunity is at the heart of the school's work and hence all pupils

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achieve outstanding outcomes. There is no evidence of discrimination of any kind. The governing body monitors the work of the school closely and provides very strong support and challenge to school leaders to help drive improvement. Parents and carers views are actively sought via the parent council, which reports termly to the governing body. Clear policies and procedures for safeguarding are enacted thoroughly and monitored so that young people are kept safe at all times.

## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



26 February 2012

Dear Pupils

### **Inspection of Grazebrook Primary School, London N16 0QP**

Thank you for the warm welcome that you gave us when we visited your school. We greatly enjoyed talking to many of you and wish we had had more time to meet all of you. Yours is an outstanding school and these are some of the reasons why.

- Your executive headteacher, acting head of school, staff and governing body want to help you achieve your very best in all that you do.
- You clearly enjoy school. You feel very safe at school, work well together in your lessons and generally behave well.
- The school provides you with many enjoyable and fun learning opportunities during the school day as well as after school, including visiting so many interesting places.
- Your teachers prepare excellent lessons, and work with you to make your learning very exciting. They give you really useful feedback to help you improve your work and you respond really well to their comments with your own 'green pen' marking. This helps you learn from your mistakes and improve your work.

Even outstanding schools have things that could be better. You told us that sometimes when pupils call each other inappropriate names in the playground, the adults on duty do not always deal with your concerns to stop it happening. We have asked the school leaders to ensure that all staff listen to your concerns and respond to them quickly and appropriately. You can help to improve your school by encouraging your fellow pupils to never call each other names, even as a joke.

We wish you every success and happiness in the future.

Yours sincerely

David Radomsky  
Lead inspector

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