



Surrey Street Primary School

Inspection Report

Unique Reference Number 109571
LEA LUTON LEA
Inspection number 278218
Inspection dates 28 September 2005 to 29 September 2005
Reporting inspector Mr. Paul Cosway LI

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

Type of school	Primary	School address	Surrey Street
School category	Community		LU1 3BZ
Age range of pupils	5 to 11		
Gender of pupils	Mixed	Telephone number	01582729489
Number on roll	180	Fax number	01582 704500
Appropriate authority	The governing body	Chair of governors	Mr. Stephen Parsons
Date of previous inspection	Not applicable	Headteacher	Mrs. Denise Meadows

Age group 5 to 11	Inspection dates 28 September 2005 - 29 September 2005	Inspection number 278218
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small primary school, serving an inner-city area with high levels of unemployment. Around half the pupils are of white British descent. Of the rest, many do not speak English as their home language. Almost half of pupils are eligible for free school meals. This is much higher than the proportion nationally; as is the percentage with learning difficulties or disabilities (mainly moderate learning or social and behavioural needs).

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is an effective school, where children from a wide range of social and ethnic backgrounds learn to work and play together happily and harmoniously. The very hard-working and dedicated staff know every pupil's needs and there is a good level of care. Pupils make good progress as they move through the school. The provision is good in Reception and pupils build on this good start in the other classes. Overall standards are below average, but almost all pupils make at least satisfactory and often good progress. On entry to the school attainment is very low, but, by the age of eleven, many pupils achieve standards close to average in English, mathematics and science. The inspirational leadership and management of the headteacher have ensured that the school has continued to improve since its previous inspection. The recommendations for improvement from the last report have been successfully implemented. The school is well placed to improve further, because of the commitment of the staff and the effectiveness of the school's use of data for self analysis. Not all members of staff have yet been fully trained for leadership roles, however, and the governing body is still developing its role. The pupils make excellent progress in their personal development because of the care provided by every adult in the school. Pupils enjoy and value their schooling. One girl told the inspectors, 'I enjoy this school so much that I'm never going to leave!' Pupil numbers have risen as its reputation has grown in the surrounding area. Pupils and their parents and carers think the school is very good. The school judges itself to be satisfactory but inspectors recognise that it is improving and its overall effectiveness is good. It gives good value for money.

What the school should do to improve further

- Continue to raise standards, especially in writing, by targeting support to those who need additional help and reinforcing pupils' literacy and numeracy skills across all subjects of the curriculum; - Develop the role of subject leaders and governors so that they can lead and manage their areas of responsibility more effectively.

Achievement and standards

Grade: 2

Pupils make good progress in Reception from their low levels on entry to the school but do not reach the standards expected of their age. Most reach the expected level for their age by the end of Year 2, but relatively few attain above expected levels so that overall their attainment is below average. Given the low starting point of children when they start school this represents good progress. By the age of eleven, attainment is below average overall. However, pupils have made good progress in their learning. From a very low start many have attained standards in line with, and sometimes above, national averages in all subjects. Large numbers join late and so do not have the benefit of continuous education at this school. Almost all pupils meet their targets, which are based on their prior attainment, and a significant proportion exceeds them. Pupils do not have enough opportunities to learn and use literacy and numeracy skills in all

subjects or to improve and develop their writing through redrafting of their work in order to raise standards further. Pupils with learning difficulties and disabilities, those who are gifted or talented and the many for whom English is not their home language progress well. This is because teachers are very aware of their individual strengths and weaknesses and plan to meet their needs.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. Pupils behave very well, are enthusiastic and have excellent relationships with all staff and with one another. As a result, the school is a happy and caring place in which pupils make good progress. Pupils are proud of their school and enjoy accepting responsibility and helping others. They are encouraged to think of others and understand their role and place as citizens in society. Pupils and parents show an interest in school life and know that their opinions are valued. For example, the pupils expressed their concerns about the lack of interesting games to play at lunchtimes. As a result, new playground games were purchased and play leaders were trained to teach pupils to play constructively together. This good provision helps to ensure calm and trouble-free play and lunchtimes. Provision made for their spiritual, moral, social and cultural development is good. In 2005 the school received an award for the outstanding range of sporting activities it provides. Pupils are encouraged to eat healthy food and to drink water throughout the day. The school works well with the Luton family support service to provide opportunities for parents to learn new skills. Many parents attend the interesting learning sessions held in the 'family room' including healthy cooking, English and computer classes. This provision is part of the school's very effective links with parents, some of whom find it difficult to get their children to school regularly enough. Attendance is below the national average, but the situation is improving because of the school's work to highlight the importance of attendance with both pupils and parents.

Quality of provision

Teaching and learning

Grade: 2

The school has judged teaching to be satisfactory. The inspection has found that teaching is improving and is now good overall. Good monitoring and evaluation of teachers' performance feeds in to training programmes that are helping teachers to improve their effectiveness. Some teaching is outstanding. Teachers plan their lessons very well to interest and motivate their pupils. They use a wide range of methods to help pupils to learn. For example, Year 2 pupils were asked to write in response to the story of Hansel and Gretel. They were able to listen, join in, ask questions and enjoy the pictures. Excited pupils became words that the rest of the class rearranged to make sentences. They were all very well behaved and listened intently so that they could all have a turn at standing at the front holding a word card. This practical activity was a very good learning experience. It helped them to understand what they had to do

when they did their own writing and filled them with enthusiasm for the task. As in all classes, the lesson was carefully planned to provide additional help for those who needed more guidance and support. Teachers have very good relationships with their pupils and all the children spoken to like their teachers and their lessons. The teachers manage the classes well, with a good range of techniques to keep their attention and keep them working. They use praise and incentives well and set appropriate and challenging targets. Most pupils learn quickly as a result.

Curriculum and other activities

Grade: 2

The curriculum is good with some outstanding features. Pupils enjoy participating in a range of interesting learning experiences. Provision for pupils with learning difficulties is good. Pupils who are at the early stages of speaking English receive good support. There is an impressive range of after school and lunchtime activities, including ballet, basketball, tennis and athletics. These are well attended and pupils are encouraged to play a musical instrument. The school choir performs at local events. All this encourages pupils to lead an active and healthy life and to develop an interest in the arts. The school has very good links with the local area. Members of the community visit the school to talk about aspects of their work, helping pupils to become responsible and caring members of the community. Pupils regularly participate in a range of well-planned educational visits to museums, environmental and residential centres, which enriches their education. The school is aware of the need to improve the use of computers and other forms of technology to support learning in lessons. The recent acquisition of new computers has led to improved provision. The school provides well-organised and well-maintained accommodation for pupils. Staff and pupils take pride in caring for their school.

Care, guidance and support

Grade: 2

The school provides a very caring and supportive environment where pupils can grow into happy confident individuals. Teachers know the pupils well and work very hard to provide a good level of care and support. All pupils work hard to achieve challenging targets in literacy and numeracy. Most pupils are aware of their learning targets. The feedback pupils receive on their work helps them to know what they have to do in order to improve in these two subjects. Similar systems are to be introduced in other areas. There are good procedures in place for ensuring all pupils are safe. Child protection arrangements are well established. Procedures for dealing with minor accidents and illness are very good. As a result, pupils feel safe and know that they have an adult to turn to if they need help. Pupils show a good level of care towards each other and those who have responsibilities, such as house captains, are particularly helpful. Effective links with the local authority, educational psychologist and speech therapists give good support to pupils who have learning difficulties or disabilities.

Leadership and management

Grade: 2

The school judges its leadership and management to be satisfactory. Inspectors agree with this but found some aspects to be outstanding. Under the excellent leadership of the headteacher, the school has improved considerably since the time of the last inspection. For example, assessment was a weakness at that time. The teachers' understanding and skills have improved significantly as a result of well-directed training. Assessment is now used well in English and mathematics to identify pupils' individual strengths and weaknesses and to help them to improve their work. The headteacher, her deputy and all members of the school's staff are an effective team, working together to create a smooth running school in which pupils and adults can develop and learn. Parents and pupils value the leadership of the headteacher and almost all recognise that their opinions are considered in the running of the school. The governance of the school is improving and is now satisfactory. Some governors have a good knowledge of its work. They are increasingly asking staff how they know how well the school is doing. Some staff have been trained in their role of subject leaders. They check how good teaching and learning are in their subjects very well, particularly in literacy and numeracy. This is an on-going programme and the school recognises that it needs to continue to increase still further the effectiveness of the subject leader role.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	4	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for your help and friendliness when we visited your school. We were very impressed by your very good behaviour and your willingness to answer questions. In the assemblies that we saw, your behaviour was excellent and you listened very well indeed. You told us that you enjoy coming to school and we are not surprised. It is a good school and we enjoyed it too! All the adults in school care for you well and you feel safe and happy. Your teachers work hard to give you interesting and enjoyable lessons. We think that you have good teachers and that they help you to make good progress. By the time you reach Year 6 many of you are working as well as pupils in many other schools, but not all of you are reaching high enough standards. We have asked the school to try to make you more clever, especially at writing. Your school is led very well indeed by your headteacher. We have asked her to continue to train teachers and governors to be excellent leaders so that they can help her to make the school even better. As well as good, sometimes excellent, lessons, you have lots of clubs, activities and trips that help you to learn and to make your education richer. Your parents think that this is a good school and they are right. Your school supports your families and helps them to help you. Enjoy your time at school and continue to work hard.