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28 September 2011

Ms Maxine Pattison  
Headteacher  
Ferry Lane Primary School  
London  
N17 9PP

Dear Ms Pattison

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Ferry Lane Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 28 September 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to the pupils, senior staff, Chair of the Governing Body and the education welfare officer who gave up their time to meet with me.

Following the previous inspection, three teachers left. One new teacher joined the school in September 2010 and two, including a newly qualified teacher, took up posts at the start of September 2011.

As a result of the inspection on 30 June–1 July 2010, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements, and good progress in demonstrating a better capacity for sustained improvement.

Pupils taking the national tests in May 2011 achieved more than those taking them in the previous four years; the unvalidated results were the best ever achieved. In Year 2, assessments show that results improved but whereas these are still below average particularly in writing, in Year 6, pupils far exceeded the minimum target expected for primary schools in both English and mathematics, with particular increases in the proportion reaching the higher levels in both subjects. The significant improvement in results shows a narrowing in the attainment gap with the national and local authority's averages. In science, attainment also improved, but while the large majority of pupils reached the standard expected for their age group, their progress was slower. The school recognises that there is still more to do in



science. A good start has therefore been made to addressing the shortcomings in the science curriculum. The school's detailed analysis of provision in science has led to important changes: more time is allocated to it as a discrete subject, there is more attention to practical activities and investigations, staff have received specialist training to develop their skills and, where possible, it is integrated into topic work.

The school's work to sustain the upward trend in improving outcomes for pupils has been possible because the quality of teaching is improving strongly. Senior leaders have raised the profile of teaching and learning by acting decisively to ensure that pupils' achievement is not compromised. Professional development and close partnership work with outstanding local schools, including leading teachers, have contributed to improvements in teaching and in the raising of expectations. As a result, pupils report they are enjoying lessons more and are readily motivated. Clear and constructive marking provides helpful advice to pupils about how to improve their work. Although most pupils do not know the national curriculum level at which they are working, pupils in Year 6 are aware of their current levels.

Much good work has been done to develop all elements of literacy skills. Initial work started before the previous inspection has been developed. In particular, there is a sharp focus on identifying weaknesses in language skills before children enter the Nursery. There is close attention to developing a range of reading skills, supporting pupils to write for a range of purposes and providing opportunities for them to use talk to approach their work. For example, reading sessions are well structured and imaginative use of information and communication technology to develop a school blog is providing older pupils in Key Stage 2 with opportunities to develop their writing skills.

Assessment information is being used very well to track pupils' progress. This is linked to progress reviews to target and support individuals and groups of pupils who are underperforming. Extra support, through booster sessions and one-to-one tuition, has made a difference to pupils catching up. Detailed analysis of data provides the school with a clear overview of the performance of different ethnic groups. For example, the school has identified that pupils of Black African heritage and particularly those of Turkish background have still to reach their full potential.

The school's work on the creative curriculum is having a positive impact on developing pupils' confidence to work independently, particularly as topic work involves practical investigations, research and working outside the classroom environment.

Attendance is above average for primary schools. The school has successfully sustained the reduction in the numbers of persistent absentees because stringent actions are reinforced. The school has also worked diligently with the attendance officer to work with parents and explain the consequences if pupils do not attend regularly and punctually. During the monitoring inspection, attendance was high.



Developments are being well led by senior leaders, who have a clear understanding and of what has to be done to sustain the improving trend of raising attainment and accelerating progress further. Most notably, partnership is a strength and strategic planning is clear. The school has responded very well to the very good support from the local authority. For example, leaders have used the intensive support programme to develop systems to improve literacy skills and the specialist language support to develop the language skills of pupils at the early stage of learning English.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Carmen Rodney  
**Her Majesty's Inspector**



## **Annex**

### **The areas for improvement identified during the inspection which took place in June 2010**

#### **Areas for improvement**

- Raise standards overall in English and science by the end of Year 6 to at least the national average by:
  - improving the consistency of teachers' expectations and the level of challenge to match best practice in the school
  - planning work that matches the ability of the different groups, especially the higher-ability pupils
  - helping to build pupils' confidence in their learning so that they can operate more independently and improve their work.
  
- Improve the regular attendance of pupils by:
  - continuing to work with parents and carers to emphasise the importance of the regular attendance of their children at school.