

Ferry Lane Primary School

Jarrow Road, Tottenham, London, N17 9PP

Inspection dates 18–19 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that has serious weaknesses.

- Pupils' achievements at the end of Year 2 are too low and have been for several years. Teaching, over time and currently, is not consistently good enough in Years 1 and 2 for pupils to learn sufficient skills to do as well they should in reading, writing and mathematics.
- There is little additional support for the many children who start school unable to speak English in the Early Years Foundation Stage or in Years 1 and 2. The methods teachers use in these year groups are not helping these children to do as well as they can.
- Teachers' assessments of what pupils can do are not used well enough in the younger classes to plan work to meet their needs.
- Teaching in the Early Years Foundation Stage is inadequate. Inexperienced staff do not have sufficient knowledge to provide challenging and captivating activities to help children, especially boys, to gain quickly the early reading, writing and problem-solving skills they need. Children do not make the progress they should from their low starting points.
- Leaders are strongly committed to improving the school, but plans for improvement are not clear enough to help the younger pupils achieve as well as they should.
- The governing body has not challenged leaders about the performance of all age groups in the school.

The school has the following strengths

- Leaders and managers have been successful in ensuring that pupils reach the levels expected of them at age 11. Good teaching in Years 3, 5 and 6 accelerates pupils' progress. This means for the past two years pupils have entered secondary school with appropriate levels of knowledge and skills in English, mathematics and science.
- The school has good plans to sustain the positive improvements in Years 3 to 6.
- Pupils are safe and mostly behave well around the school. The school is successful in fostering good relationships among pupils from many different backgrounds.
- Some pupils are well supported through counselling and individual tuition that gives them the confidence to learn.

Information about this inspection

- Inspectors observed eleven lessons, taught by eight teachers. An additional ten parts of lessons were observed jointly with the headteacher.
- Pupils were observed in the playground and also heard to read. During discussions they were able to give an inspector their views of the school. Samples of their work were reviewed.
- Meetings were held with the headteacher, deputy headteacher, subject leaders for literacy, numeracy, science and information and communication technology and the leader of the Early Years Foundation Stage. Inspectors also met with representatives of the governing body. A telephone conversation was held with a senior representative of the local authority.
- Six parents completed a questionnaire on Parent View and three spoke to an inspector as they brought their children to school.
- Records of attendance, notes of the monitoring of teaching by the headteacher and outside consultants, performance management information, arrangements for safeguarding, pupils' books, records to track pupils' progress, the school's self-evaluation and school improvement plan were scrutinised.

Inspection team

Kath Beck, Lead inspector

Additional inspector

Olson Davis

Additional inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- This is an average-sized primary school with slightly more boys than girls.
- The school serves a diverse community where pupils come from a wide range of backgrounds.
- Three quarters of the pupils speak English as an additional language, which is much higher than in most schools, and most are at an early stage of learning to speak English when they start school.
- One fifth of the pupils are identified as having a disability or special educational needs, mostly with speech and language difficulties and autism. There are 4 pupils who have a statement of special educational needs; 35 are supported at school action and 11 at school action plus. This is a greater proportion than found in many schools.
- The proportion of pupils known to be eligible for the pupil premium is above the national average.
- The number of pupils who leave or join the school at other than the usual time is higher than usually found.
- The school meets the current government floor standards that set the minimum expectations for attainment and progress.
- Four members of staff are new to teaching.

What does the school need to do to improve further?

- Introduce more effective teaching methods and support to enable children in the Early Years Foundation Stage and Key Stage 1 who speak little or no English to make good progress in their learning by:
 - improving the expertise of teachers, especially in these year groups, in working with these pupils
 - drawing on the expertise in Key Stage 2 to offer additional support to pupils so that they learn to speak English quickly and can participate fully in lessons.
- Improve the achievement of children in the Early Years Foundation Stage by:
 - improving teachers' knowledge of the best ways that children, particularly boys, of this age learn
 - ensuring staff promote children's thinking and problem-solving skills, and their knowledge of letters, sounds and writing, through play activities
 - providing consistently challenging activities that capture children's curiosity and engage them for extended periods of time, especially when playing outside
 - carry out sharply focused assessments that indicate clearly the next steps in children's

learning.

- Raise the levels of achievement for all pupils in Key Stage 1 by ensuring that teachers:
 - have high expectations of what pupils can achieve and provide tasks that meet their differing abilities
 - enable pupils to acquire secure knowledge of the sounds letters make and apply this to their reading and writing
 - select appropriate strategies and resources that enable all pupils to engage in whole-class sessions
 - use time effectively to enable pupils to apply and consolidate newly acquired skills
 - provide tasks that motivate and challenge pupils to do their best.

 - Ensure leaders and managers refine the school improvement plan so that there is a sharper focus on the key developments that are needed to bring about rapid improvement in the Early Years Foundation Stage and Key Stage 1 and clear ways of measuring success.

 - Enable members of the governing body to develop their understanding of data about the school's performance across all key stages to offer greater challenge and hold the school to account.
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Inspection judgements

The achievement of pupils

is inadequate

- There is a marked difference in the achievement of pupils in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2. Assessment and test results show that in 2012, pupils entered Year 3 one year behind others of their age across the country because they made slow progress in Key Stage 1. In Year 6, pupils' attainment this year was similar to pupils in schools nationally, because they made good progress.
- Important differences in the quality of teaching and provision within each key stage mean that not all pupils are given equal opportunities to succeed. Pupils' progress is inadequate in both the Early Years Foundation Stage and Key Stage 1.
- At the time of the previous inspection the school was asked to raise attainment in English and science to the national average by the end of Year 6. Leaders and managers, with support from the local authority and partner schools, worked energetically to achieve this goal.
- For the past two years attainment in English and mathematics has been in line with the national average. The number of pupils reaching the higher Level 5 in each subject has increased, and the attainment gap between other pupils nationally at age 11 has been reduced, because of stronger teaching and faster rates of progress in parts of Key Stage 2.
- Science is no longer tested and there are no national data for comparison. That said, science has a high profile in the curriculum and makes an important contribution to pupils' learning and their spiritual, moral, social and cultural development.
- The pupil premium has been used effectively to increase the rate of progress in Key Stage 2. Booster groups, one-to-one tuition, after-school writing clubs and programmes of work designed to accelerate progress work well. Improvements to the quality of teaching, pupils' behaviour and the curriculum motivate pupils to want to learn and attend regularly.
- The school has focused its expertise in supporting pupils who speak English as an additional language in Key Stage 2. While this is of considerable benefit to these pupils, this is not the case for children in the Early Years Foundation Stage and Key Stage 1. Staff in these phases of the school do not have sufficient expertise to support pupils' learning effectively.
- Pupils with a disability or special educational needs make good progress in Key Stage 2 where support staff are deployed effectively and tasks are matched closely to their needs. The progress of these pupils in Key Stage 1 is inconsistent and is hampered by weaknesses in the quality of teaching in Year 2. Suitable, practical resources are not provided in whole-class sessions in Key Stage 1 to enable support staff to extend pupils' understanding.
- In the Early Years Foundation Stage, early reading, writing and mathematical skills are not integrated sufficiently into children's play. Story times and singing rhymes help children to learn new words, but there is too little emphasis on helping them to learn the sounds letters make through a wide range of activities. Consequently, less than half of the children meet the levels expected of them at age five in reading, writing and linking sounds and letters.
- The youngest children, especially the boys, like to be active and play outside. The activities provided for them lack challenge and do not excite their interest, curiosity or problem-

solving skills.

- Overall skills in reading and writing are taught well in Key Stage 2. The school's 'blog' has captured the interest of boys, giving them a purpose for writing. Pupils in Years 1 and 2 do not have sufficiently secure knowledge of the sounds letters make or understand how to apply these to their reading and writing. Fewer than half of the pupils in Year 1 attained the expected level in a recent reading test.

The quality of teaching

is inadequate

- The quality of teaching over time is inadequate. Monitoring records of the quality of teaching show that high staff turnover, long-term staff absence, and the need to appoint temporary or agency staff of variable quality have contributed to the underachievement of some pupils, especially in the Early Years Foundation Stage and Key Stage 1.
- Typically in lessons where pupils do not learn well, time is not used effectively enough to maximise their learning. Pupils spend too long listening to their teacher rather than deepening their understanding. Expectations are too low because a small number of staff view children's low attainment on entry to the nursery as the reason for their inability to achieve well.
- In other inadequate lessons, pupils who speak English as an additional language or who have a disability and special educational needs are not well supported, making it difficult for them to sustain their concentration and learn new things.
- The adults' lack of experience and knowledge of the best ways young children learn mean children in the Early Years Foundation Stage do not make the progress they should across all the areas of learning. Staff in the Early Years Foundation Stage make notes and take photographs of what children can do, but do not use these well enough to plan precisely the next steps in their learning.
- In lessons where pupils make good progress teachers know their pupils well and give them motivating activities matching their interest and ability. They monitor pupils' progress and offer useful feedback to correct misunderstandings.
- Good lessons in English, mathematics and science enable pupils to learn key skills, such as grammar, punctuation, comprehension, calculation and understanding of. Pupils respond well to effective questioning that promotes discussion and challenges their thinking.
- A new marking policy has been introduced and is used to praise pupils for what they have done well and to give guidance on what they need to do to improve.
- The deployment of teaching assistants is inconsistent. In some cases they are used effectively throughout lessons to support learning. In others, such as in the Early Years Foundation Stage, they are expected to work with or supervise a large number of children with little opportunity to interact with them.

The behaviour and safety of pupils

requires improvement

- Most pupils behave well in lessons and around the school. Older pupils show positive

attitudes to their learning, but the younger ones find it hard to concentrate during long complex introductions. Reception children sometimes wander aimlessly in the outside area because there is little to do that interests or engages them.

- Discrimination is tackled robustly and pupils are taught how to make friends and work well in groups with pupils from all backgrounds.
- All staff say that behaviour is good and that pupils are managed well through the consistent implementation of agreed systems to promote good behaviour. Very few parents responded to Parent View, but those who did, and who spoke to an inspector, agreed that behaviour in the school was good. Inspection findings show that behaviour is improving but is inconsistent across classes, so requires improvement.
- Over time, behaviour has been challenging, in part due to weak teaching. Leaders have been successful in improving behaviour in lessons and there have been no exclusions of any kind in the past two terms. Most pupils play happily together on the playground.
- Pupils have a clear understanding of bullying and say that it only takes place on rare occasions. They say that they can tell their teachers or leave a note in the 'worry' boxes placed in each classroom and that it is dealt with. They feel safe in school and know how to stay safe when using the internet.
- Leaders work closely with relevant agencies to support pupils whose circumstances mean that they need extra help and support. Counselling enables pupils to explore their worries and gain confidence so that they can learn.
- Overall attendance is above average as a result of the school's strong partnership with parents. Leaders have successfully reduced the amount of persistent absence in Key Stage 2, but attendance is lower in Years 1 and 2.

The leadership and management

requires improvement

- While they have not been successful in improving pupils' attainments at the end of Key Stage 1, improvements to teaching and pupils' achievement in Key Stage 2 demonstrate that leaders and managers have the capacity to improve the school.
- The headteacher monitors the teaching regularly and uses competence procedures and performance management processes robustly to improve the quality of teaching, although some weaknesses remain. There is a close link between the outcomes for pupils, staff appraisal and salary progression. A new cycle of performance management that takes account of the Teachers' Standards is to commence shortly, and this aims to raise the profile of teaching further and make teachers more accountable for the performance of pupils they teach.
- The school's leaders have successfully dealt with the deficit in the budget and there is now a small surplus.
- The capacity to improve is not reliant only on senior leaders. The key stage leader for the Early Years Foundation Stage, who has considerable expertise with this age group, has very recently returned from long-term leave.

- The school improvement plan focuses strongly on sustaining the gains made in Key Stage 2. It is imprecise about the improvements needed in other key stages and how they will be checked for their effectiveness.
 - Professional development is based on the identified needs of staff. Some staff who are newly qualified or at a very early stage of their career have only recently joined the school and have not yet undergone further training.
 - To assist with self-evaluation, leaders draw on the advice of outside providers. As the focus is mainly on the progress of pupils in Key Stage 2, overall evaluation paints a more positive picture than is the case given that there are significant shortcomings in the quality of teaching and pupils' achievement in the Early Years Foundation Stage and Key Stage 1. Monitoring records show that the headteacher has a realistic view of the quality of teaching and what individual teachers need to do to raise their skills.
 - The curriculum in Key Stage 2 provides a wide variety of practical activities that promote good progress. The use of the pupil premium to also enrich pupils' experiences through residential visits and opportunities to play a musical instrument contributes much to their spiritual, moral, social and cultural development.
 - The curriculum in the Early Years Foundation Stage is not planned well enough to capture children's interests and promote rapid progress, and that in Key Stage 1 gives insufficient emphasis to essential skills that pupils need to acquire before entering Year 3.
 - The school has developed close partnerships with parents and the community. It has established a 'stay and play' playgroup in the community hall attached to the school, to involve parents as early as possible in their child's education.
 - The local authority provides light touch support for this school on the basis of the national test results in Year 6 over the last two years. The school has not been challenged on its low levels of attainment in Year 2.
 - **The governance of the school:**
 - requires improvement because members of the governing body do not have sufficient understanding of data about the school's performance across all key stages in order to challenge and support the school effectively
 - ensures that safeguarding requirements are met
 - uses performance management systems, including that for the headteacher, appropriately to improve skills in leadership and management
 - uses its significant expertise in finance to ensure that financial resources are managed correctly
 - checks that the pupil premium is used appropriately to support the achievement of pupils who need extra help.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupil's needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupil's needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102127
Local authority	Haringey
Inspection number	400529

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	230
Appropriate authority	The governing body
Chair	Kate Osamor
Headteacher	Maxine Pattison
Date of previous school inspection	30 June–1 July 2010
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