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15 June 2013

David Mackie
Acting Head of School
Ferry Lane Primary School
Ferry Lane Estate
Tottenham
London
N17 9PP

Dear Mr Mackie

Serious weaknesses monitoring inspection of Ferry Lane Primary School

Following my visit to your school on 14 June 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the outcome and findings of the inspection. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school was judged to have serious weaknesses following the section 5 inspection which took place in September 2012. The monitoring inspection report is attached.

Having considered all the evidence, I am of the opinion that at this time:

The school is not making enough progress towards the removal of the serious weaknesses designation.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Haringey.

Yours sincerely

Michelle Winter
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in September 2012

- 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.

Report on the second monitoring inspection on 14 June 2013

Evidence

During the visit, the inspector met with the acting head of school and the executive headteacher, two members of the governing body and a representative from the local authority. The school's improvement plans were evaluated. The inspector also visited some of the classrooms and scrutinised documents relating to pupil progress and the outcomes of monitoring activities.

Context

Since the last monitoring inspection, the headteacher has left the school. An acting head of school and acting deputy headteacher have been appointed from within the school on a fixed-term basis. An executive headteacher has begun working part-time in the school. Three teachers have left the school and four have joined. There is a new Chair of the Governing Body.

The quality of leadership and management at the school

The pace of improvement has increased under the new leadership arrangements. The acting head of school has provided stability and support for staff through a period of great change. He has quickly made sensible strategic decisions to ensure that the school is appropriately staffed at the beginning of the new school year. This includes moving teachers to year groups where they have particular expertise and experience. The newly appointed executive headteacher has begun to draw up new school improvement plans in order to address weaknesses within reasonable timescales, given that deadlines have been missed because of slow progress since the last monitoring inspection. Despite this renewed impetus, time has been lost and systems to ensure that teaching, learning and pupils' progress improve quickly are not secure.

The children in the Early Years Foundation Stage have had a number of changes in teacher but leaders have now established a stable staff structure, which has had a positive impact on the environment, teaching and learning. The good teaching that exists in parts of Key Stage 1 and 2 is ensuring that pupils make better progress. However, there is still some teaching that is inadequate and some that requires improvement. Effective teachers work with colleagues to help them improve but their impact has been limited because they have not been given enough time to do this work.

The governing body has acted bravely to ensure that leadership is secure. Following the resignation of the headteacher, governors have worked effectively with the local authority to appoint the acting head of school, acting deputy headteacher and the executive headteacher. Governors are now asking for the information they need to

monitor the school closely and they have a good understanding of the school's strengths and weaknesses. The governing body is considering the future of the school following the withdrawal of the proposed academy sponsor.

Strengths in the school's approaches to securing improvement:

- Members of the governing body have been trained to understand how to scrutinise the information on pupils' progress and attainment they receive. As a result, governors are becoming more effective in monitoring, challenging and holding the school's leaders to account.
- Pupils' progress in reading writing and mathematics has broadly improved in most Key Stage 1 and 2 year groups.
- The executive headteacher is acting swiftly to prioritise the improvements needed.

Weaknesses in the school's approaches to securing improvement:

- Procedures to monitor the quality of teaching are not robust. Leaders observe lessons and scrutinise pupils' books but they do not use this information well enough to gain an accurate view of teaching over time.
- Feedback to teachers following lesson observations does not focus sufficiently on improving pupils' progress in lessons.
- There are no individual training and support plans to improve weak teaching.
- Leaders have made efforts to improve the systems to track pupils' progress and attainment but they do not have a complete picture. For instance, leaders are not yet tracking the percentage of pupils who have made good or better progress.
- Leaders' expectations of progress and attainment are not always high enough.
- Refinements to the school's improvement plans suggested at the last monitoring visit are only recently beginning to be addressed.

External support

The local authority is supporting the school well. It monitors the school's progress and has taken action to secure better progress by making links with other schools and securing the expertise of the executive headteacher. The local authority has also provided support and training to improve teaching and leadership.