

Lordship Lane Primary School

Ellenborough Road, Wood Green, London, N22 5PS

Inspection dates 3–4 July 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The relentless drive by leaders to continually improve and the passion the school has for its pupils to do well has resulted in rapidly improving teaching and pupils' achievement since the last inspection.
- Pupils make good progress throughout the school in English and mathematics. Many of the pupils, who join the school with very low starting points, make rapid progress.
- Teaching is consistently good because teachers explain things very carefully and check everyone understands before moving on.
- The highly skilled teaching of pupils at an early stage of learning English ensures they make good and often rapid progress.
- Staff are totally committed to the school and its vision. They highly value the opportunity the school provides them to improve their teaching.
- Leaders check on pupils' progress rigorously and provide finely tuned additional support to pupils having difficulties or who are falling behind. This is highly effective and results in pupils often making fast progress in a short period of time.
- There is a strong sense of community in school founded on excellent relationships between adults and pupils. Pupils behave well and show great respect for each other's differences and leave the school as responsible young people well prepared for the next stage in their education.

It is not yet an outstanding school because

- Some leaders do not have the skills or experience to judge the quality of teaching and pinpoint exactly what needs to be done to improve a teacher's performance.
- There are not enough challenging activities, particularly in mathematics, for the most able pupils.
- In some lessons pupils do not get to work on their own quickly enough because the teacher spends too long teaching to the whole class.
- Marking does not contribute enough to pupils' learning because not enough pupils are responding to it.

Information about this inspection

- Inspectors observed 33 lessons, of which six were joint observations with the senior leaders. In addition, inspectors made a number of other short visits to lessons. They also looked at pupils' books and observed other aspects of the school's work.
- Meetings were held with six governors, including the Chair of the Governing Body, and teachers. Pupils took inspectors on a tour of the school. The inspectors also listened to and spoke to pupils about their reading. A telephone conversation was held with a representative of the local authority.
- Inspectors took account of the 30 responses to the online questionnaire (Parent View), spoke to parents and carers at the school gate and considered a letter from a parent. Inspectors reviewed 62 questionnaire responses from staff.
- A number of documents were looked at, including the school's own information relating to pupils' achievement, the school's self-evaluation summary and school development plan, planning documentation, records relating to behaviour and attendance and checks on teaching, policy documents and documents relating to safeguarding. The inspectors also looked at the school's website.

Inspection team

Martin Marsh, Lead inspector	Additional Inspector
Raminder Arora	Additional Inspector
Kate Robertson	Additional Inspector
Shelley Davies	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- Six in every 10 pupils are known to be eligible for the pupil premium (additional government funding which in this school supports pupils known to be eligible for free school meals and children that are looked after). This is above average.
- Nearly all the pupils belong to ethnic groups other than White British with many groups being represented the largest, three in every 10, being pupils of Turkish families. One in six pupils are from Black African backgrounds.
- Nearly three quarters of pupils do not speak English as their first language which is well above average, with many joining the school speaking little or no English.
- One in nine pupils who are disabled or who have special educational needs are supported on school action, which is broadly average, and one in 12 are supported on school action plus or with a statement of special educational needs, which is also broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that a greater proportion is outstanding by:
 - making sure that in all lessons pupils get to work on their own more quickly
 - providing more opportunities for more-able pupils do to challenging work particularly in mathematics
 - making sure that more pupils have an opportunity to respond to teachers' marking.
- Develop the role and the skills of middle leaders to enable them to be more involved in checking on the quality of teaching and moving teachers to the next level.

Inspection judgements

The achievement of pupils is good

- Pupils join the school in Nursery and Reception with skills well below what is typical for their age particularly in their ability to communicate in English. They leave the school in Year 6 having made good progress overall and rapid progress through Key Stage 2, reaching standards that are broadly in line with national averages in English and mathematics.
- The emphasis the school puts on developing pupils' language skills ensures that they quickly acquire the ability to speak English. This benefits all pupils and particularly those from Turkish and Black African families, many of whom come to school speaking very little English. As a result, they make good and often better progress. The Language Base provides excellent additional support for those pupils with very limited understanding of English, enabling pupils to make very rapid progress in short periods of time.
- The school is rigorous in its identification of disabled pupils and those who have special education needs. Additional support is skilled and highly effective in enabling pupils to take an active part in lessons and acquire the skills to learn quickly and make often faster progress than their peers.
- The extra government funding for pupils eligible for pupil premium is used very effectively. This enabled them to reach standards in English and mathematics in the 2012 statutory tests that were less than one term behind other pupils and higher than similar pupils nationally. Current data indicate that this gap is continuing to close. The funding provides one-to-one and small-group support in English and mathematics, additional specialist help in the Early Years Foundation Stage for developing children's speaking and listening skills, and enables all pupils to go on school trips. This shows the school is successful in promoting equality of opportunity for learning.
- Good programmes are in place for pupils to learn their letters and the sounds they make (phonics), and good support programmes are enabling pupils who have difficulties in reading to overcome them. By the time pupils leave Year 6 they are confident readers. Pupils proudly showed inspectors their newly refurbished library which they had helped to raise funds for.
- Historically, attainment at the end of Reception and Key Stage 1 has been low but current pupils are making much faster progress and achieving closer to standards typical for their age due to the rapidly improving provision and teaching.

The quality of teaching is good

- Teachers and pupils enjoy excellent relationships which results in pupils listening carefully to what the teacher is telling them and to each other. Pupils are given frequent opportunities to discuss their ideas in pairs which help them develop their communication skills well.
- Teachers' planning is good, ensuring that a variety of different activities enable pupils to apply their developing skills in English and mathematics in a range of different contexts and subjects. The planning usually meets the needs of the full range of learners. In some lessons, the most able pupils are not set enough challenging problems, particularly in mathematics.
- The structure of lessons is very good and the 'steps to success' are always shared with the pupils. Teachers explain things very precisely and check regularly on understanding using a variety of strategies to ensure that all pupils are involved. In a few lessons, particularly at Key Stage 1, this is over done and pupils spend a bit too long listening to the teacher when they could be set to work on an activity on their own more quickly.
- The teaching of additional support groups is excellent. Adults are well trained in a range of very effective programmes targeted to the needs of the individuals, resulting in rapid progress being made in many cases. In lessons, additional adults are well managed and work hard to enable pupils to participate fully and learn well.
- Marking is thorough and work is corrected well. Pupils value the supportive comments they

receive from their teachers and they present their work very well. However, they are not routinely expected to respond to their teachers' comments and so marking does not contribute enough to their learning.

- The provision in Nursery and Reception, identified as satisfactory at the last inspection, has improved greatly. There are many opportunities for children to write, both inside and outdoors, and adults have the same expectations of children in speaking as in the rest of the school. Children in a Nursery class, during registration, were fully involved in a discussion as to why a particular child might have been absent, speculating, among other things, as to whether she had been 'eaten by a dragon'.

The behaviour and safety of pupils are good

- Adults treat children with respect and are caring in their attitudes which the pupils respond to by behaving well and caring for each other and contributing to the excellent ethos and strong sense of community. All parents and carers who responded on Parent View or who were spoken to at the school gate believe that their children are happy, safe and well behaved. They value the way the school caters for the diverse and multicultural nature of the school. One parent wrote that 'children learn to respect the world they live in'.
- The school manages the behaviour of pupils very well. Adults have very high expectations and the systems that are in place are understood by everyone. As a result, pupils' behave well in lessons and around school and there are very few incidents of unacceptable behaviour. There are some notable examples where the school has helped pupils to effectively manage their behaviour and they have learnt really well as a result.
- Pupils understand about different types of bullying, including cyber bullying, and aware of how to keep themselves safe on the internet. The few incidents of bullying that do occur are well managed. There are very few prejudice-based incidents. This shows that the school is successful in fostering good relationships and tackling discrimination.
- Pupils are welcoming and proud of their school, excitedly taking inspectors on a tour at the start of the inspection. They enjoy the opportunities to be 'eco warriors', school council members or 'buddies' helping younger pupils who may be in need of a friend at play times.
- Behaviour is not outstanding because in some lessons, where teaching is not as strong, teachers have to work hard to make sure pupils are listening and at break times the behaviour of a few pupils can be boisterous.
- Attendance is average. The school does everything it can to ensure that pupils come to school and are punctual.

The leadership and management are good

- The inspiration, passion and drive of the senior leadership team have enabled the school to improve significantly since the last inspection. They have created an ethos in which nothing less than the best is good enough for the pupils at the school. As a consequence, everyone is striving to improve what they do and are pulling in the same direction.
- Leaders at all levels carefully check how well pupils are doing and this excellent understanding of pupils' achievement enables them to quickly identify and tackle underachievement through appropriate well-tailored programmes.
- Checks on the quality of teaching are regular and rigorous. The needs of teachers new to the profession and those whose teaching is not always consistently good are carefully identified and they are given very effective support to improve. However, not enough support is given to those teachers whose practice is consistently good to enable more to be outstanding because some middle leaders do not have the skills or the experience to accurately judge the quality of teaching and provide precise areas for improvement.

- The curriculum is well designed and provides a wealth of opportunities for pupils that raises their aspirations and enriches their experiences. 'Teachers make it fun but we are learning as well' was one pupil's comment. The school is successful in promoting all aspects of pupils' spiritual, moral, social and cultural development so they are very well prepared for the next stage in their education.
 - The school's arrangements for safeguarding meet legal requirements.
 - The local authority has provided excellent support for the school and has been instrumental in helping it move from satisfactory at the last inspection to good.
 - **The governance of the school:**
 - The governing body is very effective. It has a good understanding as to how well the school is doing, its strengths and weaknesses and how it compares to others. The Chair of the Governing Body ensures that he and other governors receive the appropriate training to carry out their duties. They challenge the school appropriately and are becoming much more involved in working on plans for the future. Financial resources are distributed effectively and having a very positive impact on the achievement of pupils eligible for the pupil premium. The governing body has a clear picture of the quality of teaching and has ensured that there is a close link between teachers' appraisal and teachers' pay. The governing body ensures that safeguarding fully meets statutory requirements and that those governors who are involved in the appointment of staff have attended safer recruitment training.
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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 pupils' 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 pupils' 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	131595
Local authority	Haringey
Inspection number	402485

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	708
Appropriate authority	The governing body
Chair	Bob Allaway
Headteacher	Angela Holder
Date of previous school inspection	17–18 November 2009
Telephone number	020 8888 6541
Fax number	020 8889 6567
Email address	admin@lordship.haringey.sch.uk

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