

# Inspection of a good school: Lavender Primary School

Lavender Road, Enfield EN2 0SX

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Inspection dates:

14–15 January 2020

## Outcome

Lavender Primary School continues to be a good school.

## What is it like to attend this school?

Pupils at Lavender Primary School enjoy attending and feel safe here. The school's values run through all its work and are understood by all. Everyone involved with the school talks about the 'Lavender Love' that is at the heart of the school. It is a warm and welcoming place of learning.

Pupils' behaviour is exemplary. Teachers make learning interesting, so pupils behave well and work hard. In classrooms, pupils are focused. They work well in groups, showing respect for each other's point of view. Teachers encourage pupils to reflect on their learning and become independent thinkers.

At breaktimes, pupils play and socialise well. They told me that there were few problems with bullying. They were confident that teachers sorted things out well. One pupil said, 'We all try to be kind to each other here.'

Parents were positive about the way the school cares for and nurtures their children. They are confident that any problems are dealt with promptly. Parents praised teachers' understanding and sensitivity supporting children during challenging times, and were appreciative of the school's commitment to equality.

## What does the school do well and what does it need to do better?

Leaders want pupils to have the very best education. They have carefully thought about and planned what should be taught in each subject, so that pupils' learning builds on what they already know. Leaders plan a range of opportunities to develop pupils' understanding beyond the curriculum. Teachers make the most of local opportunities to make pupils' learning come alive. The development of pupils' mental health is also given high priority. Pupils develop care and concern for others, for example through collecting food for those in need. Their positive attitudes and behaviour in class enable them to learn effectively.

Leaders have made reading a priority. The phonics programme is well planned. In the early years, children's needs are carefully assessed. Teachers make good use of stories and read to children regularly. All this helps children build their knowledge of letters and sounds. The approach to teaching phonics is not as consistently strong in key stage 1, where some staff need further training and support. Additionally, pupils who struggle with early reading are not routinely given the right books to help them progress quickly in becoming confident, fluent readers. This includes some pupils with special educational needs and/or disabilities (SEND).

Older pupils were keen to talk to me about their enjoyment of reading. Pupils in Years 3 to 6 have access to high-quality books. These, together with a well-structured approach to teaching comprehension, support pupils' good understanding of text and their use of challenging vocabulary. My discussions with older pupils showed an impressive understanding of the themes and ideas in the books they had read.

Leaders have developed an approach to mathematics that develops pupils' ability to think flexibly about problems and to justify their thinking. The sequence of learning has been carefully planned and implemented from Reception to Year 6. This has improved pupils' problem-solving ability and fluency with numbers. In the early years, children learn mathematics through activities linked to stories and to adults supporting their play. Older pupils enjoy the challenge of trying to work out and explain if a statement is true or not. Teachers understand where pupils might have difficulties and adjust their teaching accordingly. Some pupils take part in mathematics competitions outside school and others are 'maths ambassadors'.

In history, teaching develops pupils' understanding of the past using artefacts and images, as well as sources such as books and articles. Learning has been planned so that pupils understand the reasons for historical events. For instance, Year 4 pupils were able to talk knowledgeably about why the Romans left Britain and why the Anglo-Saxons came here.

Leaders ensure that pupils with SEND learn alongside other pupils and access the full curriculum. Staff understand the individual needs of pupils well and work is tailored for their needs if necessary. They achieve well in most school subjects.

Governors and trustees are ambitious for pupils, especially for those who are disadvantaged. They check on the school's performance, identifying areas that are strong and those that need to improve. Because they understand the school's strengths and weaknesses, they are effective in holding leaders to account for the school's development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that the right checks are carried out on everyone who works in the school. They arrange training so that staff know what they should be concerned about and how to act on any concerns. Staff know pupils well and make sure that any concerns are acted upon. Staff work effectively with outside agencies and are relentless in making sure that referrals are followed up promptly. They make sure that safeguarding is at the

forefront of everyone's mind with weekly discussions and quizzes. Leaders understand local risks well and have adapted the school's teaching so that pupils learn the right things to keep themselves safe.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The school has a systematic plan for the teaching of phonics but there is variation in how this is implemented. Some phonics teaching in key stage 1 does not enable pupils to learn as quickly as they could. Leaders need to provide further training and support so that all phonics teaching in the school is routinely strong.
- Teachers do not always provide lower-ability pupils with early reading books that are matched to the letters and sounds they are learning. This also means that they do not always learn phonics as quickly as they could. Leaders need to make sure that these pupils are given books that match the sounds they need to practise.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Lavender Primary School, to be good in January 2012.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	143199
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10121554
<b>Type of school</b>	Primary
<b>School category</b>	Academy
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	493
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Deborah Thompson
<b>Headteacher</b>	Jodie Corbett
<b>Website</b>	<a href="http://www.lavender.enfield.sch.uk">www.lavender.enfield.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected as an academy

## Information about this school

- Lavender Primary School is one of seven schools in the Ivy Learning Trust.
- Lavender Primary School converted to become an academy school on 1 September 2017. When its predecessor school, Lavender Primary School, was last inspected by Ofsted, it was judged to be good overall.

## Information about this inspection

- I did deep dives in these subjects: reading, mathematics and history. I visited lessons, spoke with pupils and staff and looked at pupils' work. I met with leaders to talk about these subjects.
- I also met with the leaders of physical education and music to talk about their subject areas.
- I met with the safeguarding leaders. I looked at documentation relating to safeguarding and spoke to pupils and staff about how the school keeps pupils safe.
- I met with groups of pupils, staff and the local governing body. I met with the chief executive officer and the director of school improvement for the Ivy Learning Trust.
- I talked to parents at the end of the school day and looked at replies to parent, staff and pupil questionnaires.

## **Inspection team**

Bryony Freeman, lead inspector

Her Majesty's Inspector

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