

Inspection of Lordship Lane Primary School

Ellenborough Road, Wood Green, London N22 5PS

Inspection dates: 25 and 26 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

This is a school that welcomes everyone. Pupils are happy and confident learners. Leaders have high expectations for all. Pupils achieve well. The school has effective support in place for pupils with special educational needs and/or disabilities (SEND).

Pupils' behaviour in lessons is calm and orderly. They said that if bullying occurs, teachers deal with it quickly and effectively. One parent echoed the views of many when they stated: 'Staff are helpful, friendly and caring about our children.'

Teachers encourage pupils to take on leadership roles. This includes being part of the school council. Pupils talked positively about their roles and the difference this made to their confidence. They take part in a variety of outings and visits. Older pupils talked with enthusiasm about meeting local scientists and sports people. This helps them to start thinking about future careers and moving to secondary school.

Staff promote the school's values well, including resilience and respectfulness. Teachers help pupils to respect others, including those in different families and cultures. For example, one pupil said, reflecting the thoughts of many pupils, 'We are a big family.'

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

Leaders have developed an ambitious curriculum. Typically, leaders and teachers understand what they are teaching and when. They help pupils to build on their prior learning effectively. However, in a small number of subjects, subject leaders have not identified the key content that is required over time for pupils to learn. In these subjects, teaching does not deepen pupils' subject-specific understanding as securely.

Teachers use a range of approaches to check pupils' learning. They use their knowledge of pupils' understanding to address any misconceptions that pupils may have. Generally, teachers use questioning effectively to help pupils to explain their reasoning. In early years, staff develop children's communication and language skills well.

Leaders prioritise reading. They ensure that staff receive training to deliver the school's phonics programme well. Leaders check the progress that pupils make with their reading regularly. Pupils begin learning to read as soon as they start school. For example, children in Nursery enjoy songs and rhymes. Leaders ensure that pupils have a wide range of texts so that they can develop a love of reading. However, occasionally, pupils do not practise their reading regularly enough. When this occurs, it limits their reading fluency.

Pupils who join the school part way through their primary education quickly settle in. Staff help pupils to follow the school's routines and expectations consistently. This helps lessons to proceed uninterrupted. In early years, children listen to their

teachers and follow instructions carefully. They enjoy playing and learning both indoors and outside. Pupils moving around school do so quietly and sensibly. They are well mannered and confident.

Leaders make sure that they identify pupils with SEND quickly. Teachers adapt learning so that, typically, pupils with SEND access a similar curriculum to their classmates. Pupils receive personalised support, for example to help with their sensory needs or speech and language targets.

Leaders place a particular focus on developing pupils' mental health and well-being. Pupils know that there is always a trusted adult that they can talk to either in school or via the 'worry' boxes. Leaders have provided a calm environment in the 'reflection room' for any pupils who need a quiet moment. Teachers help pupils to be creative and independent. Leaders ensure that pupils have a range of wider opportunities to take up. These include clubs such as football and debating. Pupils are proud of their debating success in national competitions.

Staff are very proud to work at the school and feel very supported. Members of the governing body hold leaders to account effectively. They know the school well and provide appropriate challenge and support.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have clear procedures in place for the reporting of safeguarding concerns. Every member of staff receives regular safeguarding training. Staff know that safeguarding is everyone's responsibility. Leaders record safeguarding concerns in detail. They act swiftly to support pupils and their families.

Pupils feel safe and confident to report concerns to any member of staff. They are taught how to keep themselves safe, including when they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few foundation subjects, leaders do not identify the crucial content that pupils need to learn, and when. In these subjects, teaching does not help to deepen pupils' understanding securely. Leaders should ensure that curriculum planning sets out the order in which important knowledge should be learned, and that teachers use strategies effectively to help pupils to know and remember more over time.
- Occasionally, leaders do not ensure that pupils at the early stages of reading receive regular opportunities to develop their reading. Where this occurs, this limits pupils' reading fluency. Leaders should ensure that pupils at the early

stages of reading have precise support and regular practise so that they can catch up quickly.

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 information from Ofsted Parent View 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.

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

Unique reference number	131595
Local authority	Haringey
Inspection number	10241932
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	504
Appropriate authority	The governing body
Chair of governing body	Jenny Thomas
Headteacher	Michelle Randles
Website	www.lordshiplaneprimary.co.uk
Date of previous inspection	16 May 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors carried out deep dives into these subjects: reading, mathematics, history, religious education and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered the curriculum in other subjects.
- Inspectors held meetings with the headteacher, curriculum leaders, the special educational needs coordinators and pastoral leaders.

- Inspectors held meetings with members of the governing body, including the chair, and spoke to a representative from the local authority.
- Inspectors observed pupils' behaviour during lessons, around the school and at lunchtime. Inspectors considered the views of pupils about behaviour in the school.
- To evaluate safeguarding, inspectors met with leaders with responsibility for safeguarding, scrutinised the record of recruitment checks, looked at a sample of safeguarding records and talked to pupils and staff.
- Inspectors considered responses of parents, staff and pupils, including to Ofsted's online surveys.

Phil Garnham, lead inspector	His Majesty's Inspector
Paul Jackson	Ofsted Inspector
Teresa Neary	Ofsted Inspector
Jonathan Newby	Ofsted Inspector

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