

Inspection of Lea Valley Primary School

Somerford Grove, London N17 0PT

Inspection dates: 24 and 25 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

This is a very caring and happy place to learn. Leaders ensure that the school's values of kindness, respect, ambition, determination, courage and honesty are interwoven throughout school life. Pupils respond positively to the high expectations teachers have of them. This includes children in the early years. Pupils are kind and respectful towards each other and adults.

There is a calm and orderly atmosphere around the school that is built on positivity and respect. Pupils behave well in class and during social times. Pupils show positive attitudes towards their learning. They work hard and are motivated to do well.

Relationships between staff and pupils are warm and nurturing. Pupils have each identified five trusted adults who they can talk to if they have a worry. They know they will be listened to, and this means they feel happy and safe.

Leaders provide a rich range of experiences for pupils, including visits to the National Opera House and to the theatre to watch the Lion King and participation in three residential trips. Leaders provide a range of clubs, including gardening, football and dodgeball. Pupils enjoy looking after the school's gardening areas. These activities help pupils to develop their talents and pursue their interests.

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

Reading is at the heart of the curriculum here. Pupils are taught to read from the start of Reception. Leaders are determined that pupils should develop a love for reading and be able to read fluently. Training is provided for staff and, as a result, they teach reading well. Adults check the sounds that pupils know regularly and systematically. Pupils who are finding reading difficult are given the help they need to catch up. Books are carefully matched to the sounds that pupils know. This develops pupils' confidence and fluency.

Pupils have positive attitudes to reading. They regularly visit the well-resourced school library. Authors visit the school to inspire pupils to read widely. These experiences develop pupils' love for reading. Children in the early years learn songs and rhymes, which they perform from memory with enthusiasm.

Leaders are ambitious for every pupil to achieve well. Leaders have a curriculum in place that is logical and well sequenced. Teachers deliver curriculum content clearly. They address pupils' misconceptions and provide effective support when it is needed. However, in a few subjects, pupils struggle to remember key knowledge and vocabulary and have gaps in their learning. This is because in these subjects, leaders and teachers do not have effective systems in place to check what pupils have been taught, know and remember over time.

In the early years, teachers provide frequent opportunities for children to practise early mathematical and writing skills independently. For example, children are able to count accurately and write the number of objects in a set because they have previously been taught what each number represents. However, sometimes adults in the early years do not model language effectively and extend children's vocabulary and sentence structure across the curriculum. This means that children miss out on opportunities to hear and practise new language.

Leaders and teachers accurately identify pupils with special educational needs and/or disabilities (SEND). They support pupils with SEND effectively so that they can access the curriculum, using approaches tailored to their needs. Teachers make adaptations to ensure that pupils with SEND learn well. Leaders work closely with staff and other professionals to meet the needs of pupils with SEND, including children in the early years. Experts provide training and support for teachers and teaching assistants.

Pupils behave well in lessons and when moving around the school. They are motivated and want to do well. This means that learning is not interrupted by poor behaviour. Pupils are taught how to manage their feelings. This starts in the early years. Personal, social, health and economic education is well structured. Leaders aim for pupils to become responsible, respectful and kind citizens. Pupils are taught that families may look different. Pupils said that the most important aspect of a family is that you are treated with respect. Pupils are taught about permission and consent in an age-appropriate manner. They are taught that everyone has the right to equal and fair treatment.

Leaders have created a happy, caring and inclusive environment for staff and pupils. They prioritise staff well-being. They implement effective strategies to ensure staff workload is manageable, which staff value.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given priority here. Staff are well trained. They understand and follow procedures for reporting any concerns. Leaders respond quickly to concerns raised. They engage with outside safeguarding partners so that families and pupils receive the support they need.

Safer recruitment procedures are followed and all the required pre-employment checks are carried out.

Leaders invite visiting speakers to talk to pupils about the importance of keeping safe within and beyond school. Pupils are encouraged to keep safe, including online. They know that they should not share personal information. This supports pupils' understanding of how to keep safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects that are in the early stages of implementation, leaders have not set out systems to check what pupils know and remember. This means that pupils have gaps in their knowledge. Leaders should make sure that staff check pupils' learning in these subjects so that any gaps can be identified and addressed.
- Sometimes in the early years, adults do not model language effectively, extending children's vocabulary and sentence structure. This means that sometimes children miss out on opportunities to hear and practise new language. Leaders need to ensure that children acquire the language they need for future learning across all curriculum areas.

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	102125
Local authority	Haringey
Inspection number	10242218
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	411
Appropriate authority	The governing body
Chair of governing body	Serkan Yumakci
Headteacher	Maria Dactylides
Website	www.leavalleyprimary.org
Date of previous inspection	10 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school runs a breakfast club.
- The school makes use of one registered alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and members of the senior leadership team to discuss school development.
- Inspectors met with representatives of the governing body and with a representative of Haringey Educational Partnership.
- Inspectors scrutinised a wide range of documents, including those related to safeguarding, pupils' personal development, attendance and behaviour.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work.
- Inspectors also spoke to leaders and looked at samples of pupils' work in history, science and design technology.
- The views of parents and carers and staff were also considered, including through Ofsted's surveys.
- Inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with pupils and staff.
- Inspectors reviewed a wide variety of documents provided by the school, including leaders' self-evaluation, curriculum information and school policies.

Inspection team

Deborah Walters, lead inspector	His Majesty's Inspector
Daniel Burton	Ofsted Inspector
Olly Wimborne	Ofsted Inspector

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