

Inspection of Lancasterian Primary School

King's Road, Tottenham, London N17 8NN

Inspection dates: 7 and 8 June 2023

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

What is it like to attend this school?

Pupils here belong to a caring and inclusive school. They show respect and kindness towards each other and build positive, trusting relationships with staff. Leaders have established a set of values that are central to the life of the school. Pupils reflect these values in all that they do. Pupils enjoy coming to school. They are happy here.

Leaders have high expectations for what every pupil can achieve. Many pupils realise these expectations. They work hard in lessons and show resilience when facing difficulties. As pupils get older, they take part in activities and events with universities and employers. Leaders prepare pupils well for the next stage of their education.

Pupils behave exceptionally well. From the start in early years, they respond well to established routines. As they move through the school, they grow in independence. They take increasing responsibility for their own actions. They also support each other's well-being, with some pupils taking on roles as peer mediators.

Leaders provide pupils with a wide range of opportunities to develop their talents and interests. Pupils take part in clubs, including for sports, art, music and gardening. House captains, elected by the pupils, represent pupils' views. Pupils contribute to the continued development of the school.

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

Leaders have developed a broad and ambitious curriculum. They have identified the essential knowledge and skills they want pupils to learn. The curriculum is well sequenced. This helps pupils to build up their knowledge and skills in increasing depth. Leaders have also chosen content that reflects themes such as equality and diversity and climate change. This helps pupils to understand the world in which they live. Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. Leaders identify their needs with precision. Teachers and other adults who provide extra help for pupils with SEND do so effectively. This helps pupils with SEND to achieve well.

In early years, leaders have created a rich and purposeful learning environment. Children engage well with a wide range of activities. Learning centres on core texts, such as 'Superworm'. This motivates the children and develops their interests. Adults support children's physical and social and emotional development with skill. Children, including two-year-olds, make significant steps in their development. They also gain the mathematical knowledge they need in preparation for Year 1 and beyond.

In Years 1 to 6, teachers have good subject knowledge. They revisit what pupils have learned before and build on this learning. However, sometimes, teachers' choice of activity does not help pupils to secure their knowledge as effectively as it might. Also, sometimes, teachers do not check pupils' understanding with enough rigour. This means that some pupils move on to new learning before they are ready.

Leaders give a high priority to reading. From the start of Reception, children learn to read using phonics. Teachers build up pupils' phonic knowledge in a logical way. This helps pupils to become confident and fluent readers. Leaders provide a range of extra phonics tuition for pupils who need it. This includes pupils in older year groups who arrive at the school with little or no knowledge of the English language. Pupils continue to develop their reading skills as they move through the school. Leaders have selected texts that reflect pupils' backgrounds and enrich pupils' learning. Pupils also enjoy author visits and events such as World Book Day. Pupils read often at school.

From early years to Year 6, pupils learn without disruption. They show highly positive attitudes towards their learning. They cooperate with each other well, and this benefits their learning.

Leaders have designed a comprehensive and age-appropriate personal development programme. Pupils learn about relationships and physical and mental health. They also learn how to keep themselves safe and about equality and diversity. Pupils learn about these important issues in a positive and inclusive culture, which is informed by the school's values. Leaders' work in developing pupils' resilience and respect for others is exceptional.

Leaders are providing pupils with a high-quality education. They show a strong commitment to the pupils and community they serve. They involve parents and carers in their child's education and give them help to support their child's learning at home. Governors share the same commitment. They perform their role effectively in setting strategy and holding leaders to account. Leaders prioritise staff well-being. They listen to staff and work with them to ensure that their workload is manageable. Also, they reward staff for their hard work through initiatives such as 'golden weeks'. Staff enjoy working here.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. Staff receive regular training and updates. They are alert to the signs of risk of harm in pupils and they report any concerns in a timely and appropriate manner. Leaders meet regularly to discuss cases where there are concerns. They work well with a wide range of external agencies to secure the help pupils need. Leaders also work with parents to raise their awareness of the risks to their children. They provide relevant information and hold regular parent workshops.

Pupils are taught how to keep themselves safe, including when online. Leaders provided targeted support for those pupils who are most vulnerable to exploitation.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers' choice of activity does not help pupils to secure knowledge as well as it could. Also, sometimes, teachers do not check pupils' understanding with sufficient rigour before moving on to the next stage of learning. This results in some pupils not building up their knowledge and understanding in a secure and coherent way. Leaders should ensure that they provide teachers with the pedagogical development they need to secure and check pupils' knowledge and understanding consistently.

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	102094
Local authority	Haringey
Inspection number	10241953
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	408
Appropriate authority	The governing body
Chair of governing body	Anne Baxendale
Headteacher	Paul Murphy
Website	www.lancasterianprimary.co.uk
Date of previous inspection	16 May 2017, under section 8 of the Education Act 2005

Information about this school

- The school has provision for two-year-old children.
- The school uses no 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 met with the headteacher, members of the leadership team, other school staff, members of the governing body and the chief executive of Haringey Education Partnership.
- Inspectors carried out deep dives in early reading, mathematics, science and music. 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 spoke with subject leaders for English, history, and art and design. They sampled pupils' work in these subjects and in computing. They visited reading lessons in key stage 2.
- Inspectors met with the school's designated safeguarding lead and a member of the school's safeguarding team. They looked at safeguarding documentation and record-keeping, including the single central record. Inspectors also spoke with staff and pupils about safeguarding.
- Inspectors spoke to additional groups of pupils in relation to personal development.
- Inspectors considered the responses to Ofsted's pupil survey and staff survey and to the online survey for parents, Ofsted Parent View.

Inspection team

Ian Rawstorne, lead inspector	His Majesty's Inspector
Russell Bennett	His Majesty's Inspector
Christian Hicks	His Majesty's Inspector

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