



Lancasterian Primary School

Inspection Report

Unique Reference Number 102094
LEA Haringey LEA
Inspection number 276653
Inspection dates 23 February 2006 to 24 February 2006
Reporting inspector Graham Lee AI

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

Type of school	Primary	School address	King's Road
School category	Community		Tottenham
Age range of pupils	3 to 11		London N17 8NN
Gender of pupils	Mixed	Telephone number	02088088088
Number on roll	480	Fax number	002088803319
Appropriate authority	The governing body	Chair of governors	Mr Martin Burrows
Date of previous inspection	6 December 1999	Headteacher	Ms Jane Kelly

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school was created in April 2004 through the amalgamation of existing infant and junior schools. The former junior school had been in special measures since 2002. The school population is culturally diverse. There are large numbers of pupils who are of white European ethnicity, as well as those of Caribbean and African origin. The majority of pupils speak English as an additional language and nearly half are at the early stages of learning English. There are high levels of deprivation in the area and the majority of pupils are eligible for free school meals. Nearly a third of pupils are refugees or asylum seekers. The proportion of pupils with learning difficulties is higher than average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school. This agrees with school's own self assessment. The headteacher is a strong leader who has ensured that a difficult amalgamation has been achieved successfully. The school is building on the effective practice in Key Stage 1 to secure urgent improvements in Key Stage 2. Significant strides have already been made in a relatively short space of time in relation to pupils' achievement and behaviour. This indicates that the school has good capacity for further improvement. At the heart of the school's work is its successful commitment to including everybody in its diverse school community. It provides satisfactory value for money. Pupils' achievement is satisfactory overall. From a very low base, children make good progress in the Foundation Stage and in Key Stage 1 because of good teaching and a curriculum designed to meet their needs. A period of sustained disruption in Key Stage 2 meant that for several years pupils made inadequate progress. However, recent improvements in teaching mean that pupils are currently achieving far more. The quality of teaching and learning is satisfactory overall. It is consistently good in Key Stage 1 but more variable in Key Stage 2. The curriculum is a strong feature of the school's work with a varied range of activities to enrich pupils' experience. Pupils' personal development is satisfactory overall. They enjoy school and all that it has to offer. Staff take good care of pupils and support for vulnerable pupils and their families is particularly strong. The school is held in high regard by parents.

What the school should do to improve further

* Ensure that all pupils are consistently challenged in English, mathematics and science in Key Stage 2 in order to improve their achievement and standards. * Share the best practice of Key Stage 1 and senior staff in Key Stage 2 to ensure that all teaching is of the highest quality. * Ensure that teachers use marking and assessment consistently so that all pupils know what they need to do in order to improve.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall. When they arrive, children have skills and understanding that are well below average and many have little or no English. They quickly settle into school routines and gain confidence because of the stimulating learning environment. They make good progress although many do not meet the goals set for children of that age by the end of the Foundation Stage. Pupils continue to make good progress in Key Stage 1 because of good teaching and reach standards in reading, writing and mathematics that are broadly average by the age of seven. For several years the good achievement in Key Stage 1 has not been built upon in Key Stage 2. In the 2005 national tests standards in English, mathematics and science were significantly below average and many pupils had made unsatisfactory progress since Key Stage 1. Targets were missed by some margin. These pupils had encountered severe disruption to their education over several years and their progress had suffered

as a result. Pupils in the current years 5 and 6 suffered similar disruption but are now making better progress and standards are improving. For instance, setting in mathematics in year 6 is producing greater levels of challenge and increased progress for all pupils. These pupils are on course to meet realistic targets. In years 3 and 4 pupils have had a more coherent experience and are now making satisfactory progress. Pupils at the early stages of learning English make good progress because they receive a lot of support and staff help them to acquire language rapidly. Those with learning difficulties make satisfactory progress because their needs are identified early and they are given good support.

Personal development and well-being

Grade: 3

Personal development and well-being Pupils respond with enthusiasm to all the school offers and clearly enjoy their education. They talk enthusiastically about their lessons and one girl commented 'when we have achieved something the teachers praise you and it makes you feel happy.' Their positive attitudes are reflected in the upwards trend in attendance levels, although there is still scope for improvement in both attendance and punctuality. Pupils' behaviour is satisfactory and they regard school as a safe place in which they can flourish. In some lessons, a few pupils become restless and lose concentration when they are asked to sit for too long without active participation. Pupils have a good understanding of right and wrong and are proud to play a positive role within the school community, such as mediating in playground disputes. The newly-elected school council, and its early influence over the refurbishment of the boys' cloakrooms, is already proving a boost to pupils' self-esteem. The cultural and spiritual development of pupils is also good. Pupils from all ethnic backgrounds and those from the adjoining special school interact and play together in relationships based on respect. Pupils participate widely in sport and they are aware of the need to make healthy choices. They learn to co-operate and apply themselves effectively and as basic skills are improving their preparation for secondary school and the world beyond is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. It is consistently good in the Key Stage 1 and Foundation classes, which leads to good progress for pupils. Teaching in Key Stage 2 is satisfactory. New staff are settling in well but the profile of teaching across all classes is less consistent than in the classes with the younger pupils. Most teachers create stimulating classrooms where pupils' work is celebrated and school targets are clearly displayed. Pupils enjoy lessons and like to talk about their work. In the best lessons, teachers have high expectations and involve pupils in activities that motivate, challenge and encourage them to contribute positively. For example, in a Year 5 literacy lesson on legends the teacher enthused pupils and

structured support well so that pupils of all abilities were able to devise their own interesting legends. Teaching assistants support learning well and are particularly effective in their support of those with learning difficulties. Teachers generally plan thoroughly to meet the needs of all pupils. However, in a few lessons the work is too hard for the least able and too easy for the most able. As a result, these pupils do not make as much progress as they might. Pupils are aware of the targets they need to work towards. The effective and recently established tracking system tells teachers how well pupils are doing and who needs extra support. Teachers' comments in books praise effort and, sometimes, indicate how pupils can improve although not all teachers are consistent in their use of the school's marking system.

Curriculum and other activities

Grade: 2

The school is rightly proud of its inclusive curriculum which caters well for a diverse range of backgrounds, needs and abilities. Pupils' experiences are extended through a very good range of visits, visitors and clubs which effectively support the curriculum. Music and the creative arts figure largely and many pupils benefit from the chance to play a musical instrument or take part in sports. This has a significant impact on their self esteem and levels of enjoyment. Personal, social and health education is given a strong emphasis. In order to raise standards in Key Stage 2, the school is focussing effectively on aspects of reading, writing and mathematics. A variety of support programmes are in place that are having a positive impact on pupils' progress. The curriculum for those with learning difficulties and disabilities and for those whose first language is not English, meets their needs well through clearly targeted support. The Foundation Stage curriculum is well planned and organised to meet the needs of young children.

Care, guidance and support

Grade: 2

The school sets great store on inclusion and supports all its pupils and their families well. It has developed a wide range of strategies to allow it to move quickly to support pupils with learning difficulties, poor command of English or behavioural problems, for example. The school also works effectively with other agencies, such as the family learning service, to enhance the personal and academic development of its pupils. There are good systems now in place to monitor their progress in these areas. The school works closely with parents who are overwhelmingly positive about the school. One parent commented 'the school has a very inclusive feel and there is a relaxed but boundaried atmosphere.' A comprehensive programme, making good use of visitors, assemblies, lessons and circle time, encourages pupils to think about their health and safety. Child protection and health and safety procedures are well-established and operate effectively.

Leadership and management

Grade: 2

The leadership and management of the school are good. The headteacher is a strong leader who has led the school successfully through a very difficult amalgamation. In a relatively short space of time a very positive climate for learning has been created and, following a period of rapid turnover, a stable and committed staff team has been established. Underpinning all the school's work is a commitment to the inclusion of all pupils and their families. The headteacher is well supported by an effective leadership team and governing body. They have built on the effective practice in Key Stage 1 to secure urgent improvements in Key Stage 2. Pupils' behaviour and attitudes to learning have greatly improved and a range of effective strategies have led to better teaching and learning and faster progress for pupils. There has not been time for these measures to impact fully on pupils' attainment and leaders are well aware that much more needs to be done in order to raise standards further in Key Stage 2. These strategies are based on a clear and honest analysis of the school's strengths and weaknesses supported by rigorous monitoring and evaluation of its progress. The school actively seeks parents' views about aspects of the school's development. The headteacher had led the infant school successfully for several years and ensured that key issues from the last inspection had been addressed. The rapid improvements secured already, together with the drive and commitment of senior leaders convince inspectors that the school has good capacity to bring about significant further improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I am writing to thank you all for making us so welcome when we visited the school last week. We really enjoyed our time at Lancasterian and you all helped by being so friendly and keen to talk to us. We thought you would like to know what we found out.

When you first come to the school you get a good start in the Foundation classes. Staff help you to settle down well and there are lots of interesting things to do. Those of you who are learning English are helped to do this very quickly. You carry on doing well in the infant classes with your reading, writing and maths because the teaching is good. Some of you older pupils have had a lot of changes to cope with but things have settled down well and you are building on what you learnt in the infants. We were all impressed by your pride in the school and how much you enjoyed being there. Your attendance is getting better although some of you could help by coming more regularly and on time. Most of you behave well in lessons but some of you need to concentrate a bit better when you have to sit for longer periods.

The headteacher and other staff have done a lot to make sure that the two schools have joined together well. They are determined to make the school even better for all of you and have already done a great deal to make that happen. There are a couple of things we want the school to do to improve things even more. In the juniors you are doing better in English, maths and science but results need to improve. You can help by always doing your best. We have also asked the teachers to share their ideas so that all the teaching is really good.