



Lea Valley Primary School

Inspection Report

Unique Reference Number 102125
LEA Haringey LEA
Inspection number 276657
Inspection dates 28 February 2006 to 1 March 2006
Reporting inspector John Earish AI

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

Type of school	Primary	School address	Commonwealth Road
School category	Community		Tottenham
Age range of pupils	3 to 11		London N17 0PT
Gender of pupils	Mixed	Telephone number	02088016915
Number on roll	473	Fax number	02088803217
Appropriate authority	The governing body	Chair of governors	Mr Tony Sander
Date of previous inspection	15 November 1999	Headteacher	Mr Andy K Nicholas

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Lee Valley is much larger than most primary schools. It is situated in an area of Haringey with significant social and economic deprivation. The number of pupils having free school meals is well above average. Mobility is high and increasing due to the use of properties in the locality for short term lets. Attainment on starting school is very low, and many children have very limited language development and under-developed personal and social skills. The proportion of the school with learning difficulties and disabilities is well above average. The vast majority of pupils are from minority ethnic groups and well over half speak English as an additional language. Just under a fifth of the pupils are at an early stage of learning English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school in the view of inspectors and of the school itself. It values all its pupils equally and provides good value for money. All groups of pupils achieve well because they are consistently well taught. Teachers know the pupils' needs well and are extremely good at using what they know to plan the next stages of their learning and to identify those who need extra support. Pupils make a good start in the Foundation Stage. They are taught well and are helped successfully to settle into school life because of the welcoming family feel of the whole school. Throughout the school pupils' personal development is outstanding because they are exceptionally well cared for and, as a result, feel secure and happy. Their behaviour is excellent. The inspirational leadership of the headteacher promotes a purposeful climate of openness, warmth and mutual respect which permeates the school. All adults are totally committed to raising standards and improving the achievement of all pupils. They are exceptionally good at monitoring progress to ensure the school meets its challenging targets. Teachers have made a good start at developing links between subjects but there are missed opportunities for pupils to use their skills in new and imaginative ways. Pupils' work is regularly marked but does not always clearly explain what they must do to improve. In addition, there are inconsistencies in teachers' expectations of the quality of presentation in pupils' work. The school knows itself very well. The capacity to improve is very good and has been demonstrated in its good improvement since the last inspection.

What the school should do to improve further

* Ensure consistency in the presentation of pupils' work across the school.* Improve marking of work to the level of the best found in the school so that pupils always know what they must do to improve their performance.* Develop links between subjects so that pupils have more opportunities to use their literacy, numeracy and information and communication technology (ICT) skills in different and imaginative contexts.

Achievement and standards

Grade: 2

All groups of pupils achieve well during their time at school. The best progress is made between Year 2 and 6, which is significantly better than average, and has been for several years. This is due to the consistently good teaching and the meticulous tracking of pupils' progress towards their challenging targets so that no groups underachieve. Pupils' attainment when they first join the nursery is very low. The children settle quickly to school routines and make good progress. Almost all are on track to meet the goals expected of them in physical, personal and social development by the time they start in Year 1. This is a good preparation for their future learning. However, they are unlikely to reach their learning goals in number, language and literacy. Pupils continue to make good progress in Year 1 and 2 because of good teaching although standards are significantly below average in reading, writing and

mathematics. The impact of recent initiatives to build pupils' confidence in basic skills show that pupils are now making even better progress and are attaining higher standards. In 2005, the standards attained by pupils aged 11 years were broadly average. The school was alert to the fact that fewer of the more able pupils were achieving the higher levels in mathematics and effective action has been taken to raise the attainment of these higher attaining pupils.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development is outstanding. The school is an orderly community where each individual is highly valued and achievement is widely celebrated. As a result, pupils are very proud of their school, enjoy learning and believe the adults 'are determined for them to succeed'. Their behaviour is outstanding and they report that bullying is rare. A caring ethos pervades all aspects of school life and pupils of all ages, ethnicity, gender and ability work and play happily together. Pupils understand how to stay safe and have an excellent knowledge of healthy lifestyles. They choose healthy eating options and take full advantage of the games and physical activities at lunchtime. Pupils willingly take responsibility for duties that support the smooth running of the school, and eagerly participate in the school council by representing the views of their classmates. Older pupils are very good at supporting the younger ones as their 'buddy readers' and 'official helpers'. Pupils make a good contribution to the community and are fully involved in raising funds for different charities. They develop appropriate skills in basic literacy, numeracy and ICT which prepares them well for the world beyond school. Attendance is improving year on year. However, poor attendance of some younger pupils due to long term illnesses brings the school's annual attendance rate below the national average.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is consistently good and sometimes of very high quality. As a result pupils of all abilities and backgrounds achieve well. Teachers have excellent relationships with their pupils and high expectations of their application and behaviour. As a result, pupils' behaviour is exemplary and they always apply themselves diligently. Teachers plan and prepare well for the needs of all pupils. They enjoy a good partnership with teaching assistants who make an important contribution to pupils' learning, particularly those pupils with learning difficulties or at the early stages of learning English. This is particularly evident in the school's new approach to the teaching of reading. Teachers regularly ask pupils to discuss their ideas with partners. This helps them to clarify their thinking and deepens their understanding. Teachers in the foundation classes create a stimulating and welcoming environment where children rapidly gain in confidence. Teachers' use of assessment is outstanding. They

plan very effectively for the next stages of learning and to identify where pupils need extra support. This information is regularly reviewed and updated. Teachers mark pupils' work regularly and often provide feedback which helps them to improve. The school is aware that this is not always the case and is developing a new marking policy to address the issue. Similarly, teachers' expectations of the quality of presentation in pupils' work is inconsistent.

Curriculum and other activities

Grade: 2

The curriculum is good and successfully meets the needs of the school's diverse community. There is an effective emphasis on the development of basic skills and an outstanding range of strategies to support vulnerable pupils and those in danger of falling behind. For example, the school has recently introduced a new approach to the teaching of reading which is leading to even better progress for all groups of pupils. The school also caters well for the needs of gifted and talented pupils through additional levels of challenge and targeted activities such as the art, dance and mathematics clubs. There are developing links between different subjects which allow pupils to use their literacy, numeracy and ICT skills in different and meaningful contexts. However, some opportunities are missed and the school is aware of the need to establish further links to allow pupils to see the relevance of their learning. The school uses staff expertise effectively and provision in music, for example, is of high quality because of the use of a specialist teacher. The curriculum is enhanced by a range of visitors, visits and additional activities.

Care, guidance and support

Grade: 1

The care, guidance and support for pupils are outstanding. The school is very welcoming and has a harmonious atmosphere. The vast majority of parents praise the school's work and feel their children are safe and well cared for. One parent commented that 'the headteacher and staff bring out the best in their children.' Pupils express confidence in knowing that they have an adult to talk with should they feel the need to discuss personal matters. Their academic and personal development is carefully monitored and, as a result, their needs are met very effectively. Child protection procedures are robust and widely understood. As a result pupils feel safe and secure. The school liaises closely with a range of service providers to ensure excellent care and support for all pupils. Health and safety routines and risk assessment procedures are very effective. The school has a clear system for rewarding good attendance and pupils appreciate the system for celebrating their success.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher provides inspirational leadership that focuses strongly on raising standards and improving the achievement

of all pupils. He is very ably supported by his deputy and strategic management team. They are exceptionally good at monitoring performance to ensure that the school meets its challenging targets. Their thorough understanding of the strengths and weaknesses of the school, particularly in terms of teaching and learning, has enabled them to plan its development effectively. There is a clear sense of shared responsibility among all staff and governors to ensure that pupils do well. The headteacher has built a very good staff team, who have a good understanding of the part they each play in raising standards. There are good opportunities for training, closely linked to staff responsibilities and the school's needs. Good use is made of the building and the grounds provide a stimulating oasis of learning. The governing body is good at supporting and challenging the school and in meeting its statutory responsibilities. It has good systems to support and challenge the school and hold it to account. The school's accurate evaluation of its effectiveness reflects the emphasis placed on high expectations and challenging work for all pupils. This has contributed to an ethos where improvement is actively sought by all who value the school. There is very good capacity to improve.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	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?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	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?	1	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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

Following our visit to inspect your school we would like to tell you what we think about how well you are getting on and how well your school is helping you to learn. We enjoyed seeing you at work and at playtimes, and liked talking to you. We would also like to thank those members of the School Council who told us about the school.

There are lots of things that we like about your school. Some of them are: * You are able to learn in a very friendly and caring school. Your behaviour is excellent and you get on very well with each other. * Mr Nicholas and the teachers are good at helping you to do your best. * You listen carefully to what your teachers have to say and try very hard in your lessons. * You are very friendly and you look after each other. The oldest pupils very willingly help the youngest children to enjoy school when ever they can. * Your teachers spend a lot of time looking at what you have done in class and working out how to help you to make your work even better. * The school council represents your views very well and you all help the school run smoothly. * You like all the clubs and visits the school has organised for you.

Your headteacher, and all of the other people who help run your school, are working very hard at making sure that you get the very best education. They are always trying to make improvements. We have asked your headteacher and governors to explore ways to help you always present your work well and to ensure that teachers always make helpful comments when they are marking your work. They are also going to make more links between the different subjects so you have even more opportunities to work in interesting ways. We enjoyed being in your school. We hope that in the future it is even more successful in helping you to do as well as you possibly can.