

# Ferry Lane Primary School

## Inspection report

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<b>Unique Reference Number</b>	102127
<b>Local Authority</b>	Haringey
<b>Inspection number</b>	286279
<b>Inspection dates</b>	14–15 June 2007
<b>Reporting inspector</b>	Jane Chesterfield

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	236
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Maureen Witter
<b>Headteacher</b>	Mrs Paddy McCaffrey
<b>Date of previous school inspection</b>	2 July 2001
<b>School address</b>	Jarrow Road Tottenham London N17 9PP
<b>Telephone number</b>	020 8801 5233
<b>Fax number</b>	020 8801 6936

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Ferry Lane Primary is a one form entry school situated on a housing estate. It serves an area of high social disadvantage and almost half the pupils are eligible for free school meals. Most of the pupils come from minority ethnic backgrounds and two thirds are learning English as an additional language. These figures are very high compared with national levels. The proportion of pupils with learning difficulties or disabilities (LDD) is in line with national figures. There has been some instability in the leadership of the school since the last inspection, following the secondment of the previous headteacher and the maternity leave of the current headteacher.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Ferry Lane is a satisfactory school which is determined to improve. Since her return to the school, the headteacher has been single minded in her mission to drive up standards. She has strengthened the role of the senior management team and established a systematic approach to monitoring provision and tracking pupils' progress. This is beginning to have an impact in improving consistency in the quality of teaching and in tackling areas of underachievement across the school.

Improvements in the Foundation Stage mean that provision and achievement are now good, and children get off to a good start in their education, despite having low levels of skills when they arrive. Good teaching in Key Stage 1 means achievement and standards are improving, but inconsistencies in teaching in Key Stage 2 have meant that pupils have not been achieving as well as they should. By the end of Year 6, standards are below average. The school has been successful in raising standards in English and pupils have achieved well, but in science and mathematics achievement and standards are too low, particularly for boys. The school is aware of the problems in these areas and has started to address them through targeted support for pupils and staff.

Pupils enjoy the opportunities the school has to offer them, though the school has recognised that the curriculum it provides is not always relevant enough to their needs to give them the motivation to learn well. Pupils' personal development and behaviour are good and they are eager to take on responsibilities around the school, such as running the healthy eating tuck shop or being playground buddies. They have a good understanding of healthy lifestyles and take part enthusiastically in physical exercise. Pupils feel safe at school because pastoral care is good. They appreciate having targets and having work pitched at different levels, 'so we don't struggle', as one said. However, systems for academic guidance are fairly new and only beginning to have an impact on standards. Those pupils with learning difficulties and disabilities and those who are at the early stages of learning English are well supported, so that they make good progress against their individual targets.

The school occupies a central role in its community and successfully forges good working relationships with parents and local organisations, through initiatives such as the homework club and the Kickz project. 'The school plays its role in binding this community together very well,' commented one parent. The school has made satisfactory improvement since the last inspection despite all the changes it has undergone. Although the school will be losing its current headteacher this term, it has satisfactory capacity for future improvement thanks to the rigorous systems it now has for evaluating and improving its work.

### What the school should do to improve further

- Raise standards in science throughout the school, particularly in the area of investigations
- Raise standards in mathematics in Key Stage 2, particularly in calculations and problem solving
- Improve the achievement of boys throughout the school
- Develop links across the curriculum to make it more interesting for pupils.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory and standards are below average overall. Pupils enter the Nursery with a low level of attainment, but thanks to improvements in the curriculum and teaching in the Foundation Stage, they now achieve well and reach standards that are just at national expectations when they leave Reception. The pupils currently in Key Stage 1 came in below national levels and have made steady progress. Standards are improving, particularly in writing and mathematics, although they are still below national levels, and achievement is satisfactory. Girls outperform boys in all areas.

At Key Stage 2, achievement is good in English, and pupils have reached standards in line with national levels. However, standards are too low in science and mathematics, and pupils are underachieving. Boys again do less well than girls in all three subjects. The school is aware of the issues and has pinpointed the areas they need to improve. In science, there are weaknesses in pupils' understanding of the principles of investigation, while in mathematics they have difficulties with calculations, and with using their knowledge to solve problems.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Assemblies promote pupils' spiritual development well and pupils understand the difference between right and wrong. Pupils from diverse cultural backgrounds work well together and are proud of their similarities and differences. Incidents of bullying and racism are rare and this makes pupils feel safe. Their attendance is in line with national figures.

Pupils enjoy taking responsibility for aspects of school life. Members of the school council spoke enthusiastically of managing a budget to select games equipment and helping to improve the school site. Achieving healthy schools' status has made pupils very aware of the importance of making good choices when eating. As one pupil put it, 'School dinners have improved - more fruit and vegetables now!' Pupils are developing the literacy and social skills they need to prepare them for their future, but their numeracy skills are still too low.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. In the Foundation Stage and Key Stage 1 teaching is consistently good which means that pupils learn well. In Key Stage 2 there is also some good teaching, but the quality across the key stage is less consistent and there has been a significant turnover of staff in some classes. This has meant that pupils have sometimes been taught by staff who do not know them well and who have not matched work closely enough to their needs. This has led to gaps in pupils' understanding of their work. In most classes, lessons are carefully planned to take account of the range of needs of the boys and girls in the class. Tasks are closely targeted to interest and challenge pupils, and good support is given to group work. Relationships between children and adults are good, and staff have high expectations for behaviour.

Teacher's day-to-marking is generally satisfactory. There are examples of good practice which give pupils a clear sense of how well they are doing and what they need to do to improve, but in some classes books are not marked regularly and marking is not helpful to pupils.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. There is quite rightly a strong emphasis on developing literacy and numeracy skills. However, senior staff have recognised that they need to make the curriculum more interesting and enjoyable to pupils from a diverse range of backgrounds. The school is currently seeking ways to extend links between subjects and draw more on the different cultures represented in the school.

Senior staff are also looking to increase extra-curricular activities so that pupils have more opportunities to learn new skills in a less formal setting. The curriculum is enriched by a residential visit to South Wales which promotes pupils' personal development well. The curriculum in the Foundation Stage is good, providing a wide range of activities across all the areas of learning.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory overall. Pastoral care is good, because staff have a good knowledge of pupils' needs. Initiatives such as the breakfast club help pupils feel valued and included. As one pupil commented, 'I like breakfast club because we can eat and talk together.' Child protection and vetting procedures are securely in place, so that vulnerable pupils are adequately supported. Provision for pupils with LDD and for those learning English as an additional language is good. The school works closely with a number of support services.

Academic guidance for pupils is satisfactory. There are good new systems for tracking pupils' progress and using the information to identify how they can best be supported. These systems have not yet had time to have an impact on pupils' achievement in science and mathematics. The school has good links with the local secondary school so that pupils transfer easily to the next stage of their education.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher gives the school good direction and a clear sense of purpose, and is ably supported by the deputy headteacher. They have a good understanding of the school's strengths and weaknesses, and of what it needs to do to improve, and processes for school self-evaluation are good. Members of the senior management team have taken over responsibility for English, mathematics, science and information and communication technology, and are leading these subjects well. The Foundation Stage and the provision for inclusion are also well led and managed. However, there is currently no established structure for leading most of the other subjects of the curriculum, and this means that these subjects lack ongoing development.

The governors fulfil their duties satisfactorily. They are very supportive of the school and keen to develop as a governing body, but many are new to the role and still getting to grips with what it entails. The chair and vice chair of governors provide them with good role models.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

26 June 2007

Dear Children

Inspection of Ferry Lane Primary School, London, N17 9PP

Thank you for being so friendly and helpful when we visited your school. We really enjoyed meeting you and talking to you. We found that your school is giving you a satisfactory education at the moment, but that the staff are determined to improve things by making lessons and other activities more interesting and varied, and by making sure you always get work that challenges you. You are doing well in English, but teachers need to make sure that you do better in science and mathematics in future.

We know that you enjoy going to school and we were impressed with your behaviour in class and in the playground. We thought that everyone gets on together well. The staff take good care of you, and those of you who need extra help are well supported.

Your school is led and managed satisfactorily, and the staff know what needs to be done to improve it. We have agreed that they are going to help you reach higher standards in science and mathematics, particularly the boys, and that they are going to make your lessons more enjoyable. You can help by letting your teachers know if you don't understand things in class, so that they can explain more clearly and make sure that you do.

Well done to you all and best wishes for the future.

Jane Chesterfield

Lead inspector.