

Lavender Primary School

Inspection report

Unique Reference Number	102015
Local Authority	Enfield
Inspection number	307875
Inspection dates	17–18 September 2008
Reporting inspector	Trevor Davies

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	438
Government funded early education provision for children aged 3 to the end of the EYFS	57
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Niamh Bays
Headteacher	Mr Matthew Kleiner-Mann
Date of previous school inspection	18 October 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Lavender Road Enfield EN2 0SX
Telephone number	020 8363 1058
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Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Lavender Primary School is much larger than average. Just over one-third of the pupils are from minority ethnic backgrounds and about a quarter are at an early stage of learning English. The school has a significant Turkish population. Almost one-third of the pupils are entitled to free school meals. The school has a higher than average proportion of pupils with learning difficulties, including many with speech and language, communication, emotional and behavioural needs. All of these influences on the school have increased significantly in recent years. The school has Early Years Foundation Stage (EYFS) provision, which includes the use of an out of school club. A new headteacher was appointed to the school in May 2007.

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 with good capacity to improve further. The headteacher describes the school as being led by 'a strong leadership team through a journey of rapid change and improvement'. This is an accurate assessment. It reflects the way in which this team, ably supported by the governors, is successfully dealing with issues of behaviour, improving the quality of teaching, and has introduced the rigorous tracking of progress. These improvements are resulting in rising standards and good achievement. Standards are broadly average in English, mathematics and science, and this represents good progress for pupils from their below average starting points. Standards in writing are lower than in reading, particularly amongst boys. The school is aware of this and that there are not enough opportunities for pupils to write extensively across the curriculum. A writing club organised through a local football club's community scheme, is just one initiative aimed at improving writing skills for boys in Years 3 to 6, that is already proving effective. There is also scope to improve the performance of more able pupils by giving them even greater challenges.

Pupils comment that the school is a safe place to learn and play. One parent rightly described the school as having 'a great atmosphere for learning'. There is no doubt that pupils thrive because all are valued and supported to achieve their best. Care, guidance and support for pupils are good and the school has established effective assessment procedures. However, the new tracking systems have not been established long enough to give consistent guidance to pupils in what they need to do next in order to improve. Good teaching enables the pupils to achieve well. Stable staffing and the improved attitudes of pupils have helped develop a strong and supportive learning atmosphere. Behaviour is good across the school. Teachers deal very well with the needs of pupils with moderate learning difficulties and/or disabilities. Pupils from the Turkish community, together with other groups for whom English is not their first language, benefit from the well targeted support of teaching assistants and teachers.

The range of clubs and activities is very good and considerably enhances the curriculum, giving good support to pupils' personal development and well-being. The sporting activities offered by the school, such as swimming, football coaching, and the daily exercise programme, provide outstanding healthy options for pupils, who respond exceptionally well to these opportunities. Pupils' spiritual, moral, social and cultural development are very well integrated through all aspects of school life. The parent who wrote that their child is 'happy and confident and involved in all decision making in the school' illustrates the success of the School Council. This 'pupil voice' demonstrates the central role that pupils play in their school community.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The children settle well in the EYFS due in part to the good leadership of the phase leader and the good work of the Neighbourhood Nursery Officer. The EYFS team work very well together sharing planning to maximise opportunities for the children to succeed. Home visits and the visits to the school by the children and their parents have all contributed to the children feeling safe and secure and ready to learn. Classes are well staffed and key workers have a sound knowledge of the children for whom they are responsible. Children make good progress from their starting points. The whole staff team plan activities and assess children's progress together. There are regular meetings to moderate and identify if children need additional support or greater challenge in their language, numeracy, physical or social development. Some parents

disagree with the prolonged period of induction, during which children have little access to outdoor activities. However, this does not hinder their progress and development, and provision has been made to ensure that children soon have full access to outdoor learning during their first year in school.

What the school should do to improve further

- Raise standards in writing and ensure that pupils have opportunities to write extensively across the curriculum.
- Increase the challenge for pupils of higher abilities.

Achievement and standards

Grade: 2

Standards are average by the end of Year 6 and pupils achieve well across the school. Tests and teacher assessments for Year 2 pupils in 2008, show that pupils' attainment was average in reading and mathematics, but below average in writing. However, this group of pupils have made good progress overall from a low starting point. Provisional test results for Year 6 in 2008 show that the previous decline in standards has been arrested and standards in English, mathematics and science are now broadly average. This is significantly higher than in previous years, although few pupils reached the higher levels, particularly in English and mathematics. Writing standards are lower than those in reading. The school has implemented robust tracking procedures during the last year and this has resulted in improved progress throughout the school, contributing to good levels of achievement. Pupils in the early stages of English, do well, as do those with learning difficulties and/or disabilities, although like other pupils, their progress is slower in their writing.

Personal development and well-being

Grade: 2

Pupils behave well and enjoy school, and this is reflected in improving attendance rates. They represent the views of others very well as school councillors and show initiative when, for example, writing to local sponsors to thank them for their contributions to the summer fayre. They have an excellent understanding of why it is important to adopt healthy and active lifestyles, and are aware of how to care for others and the environment. They feel safe because as one pupil put it, 'The teachers always help you and we can talk to them if we are worried'. Pupils make an outstanding contribution to their local and wider community through an exciting range of charitable fund-raising, local visits and links with other schools and organisations. Well-planned assemblies help pupils to reflect on important moral and spiritual themes. Pupils have a very good understanding of other cultures and customs through drama, poetry and music, and through the celebration of world faiths and customs. Pupils' economic well-being is developed through opportunities to organise stalls at school fund-raising occasions and themed curriculum events such as 'Maths Week', which relate the curriculum to real life. The school has identified the need to increase the attendance level of some learners.

Quality of provision

Teaching and learning

Grade: 2

Pupils are usually attentive and apply themselves well to tasks. There is a positive climate for learning in most lessons. Teachers plan work carefully and provide clear learning objectives for each lesson. These are shared with pupils so that they understand the purpose of each activity and what they need to do to improve their work. Planning is detailed and is often adapted to ensure that each lesson builds on the work pupils have already covered and learned. However, specific tasks for pupils of higher ability, offering the right level of challenge for these pupils, are not always identified and this slows their progress. Teaching assistants are used well to help those who need additional support with reading, writing or mathematics. Buddies and talk partners successfully encourage the pupils to share ideas and reflect on their work. The pace of lessons is usually good, although in some, introductions to lessons are too long which slows pupils' progress. Teachers mark pupils' work diligently and are increasingly providing targets for improvement.

Curriculum and other activities

Grade: 2

A good programme of personal, social and health education is having a positive effect on pupils' attitudes to school and their personal development. An excellent range of extra activities such as visits, visitors, sport, music, dance and drama, help pupils develop in a caring and harmonious community. The staff are increasingly planning special topics that create links between subjects, although there are too few opportunities for pupils to write more extensively across the curriculum. Pupils apply their mathematics, science and study skills well during interesting special topics and themed weeks and these stimulate pupils' interests and enthusiasm for learning. Music, sport and the creative arts are very strong features of the school's curriculum. Pupils particularly enjoy and achieve well in competitive sports and special events, such as the recent 'Lavender's got Talent' show, demonstrating how well the staff value pupils' efforts and special talents.

Care, guidance and support

Grade: 2

There is a warm and caring atmosphere, making the children feel safe and secure and able to progress. Individual progress is tracked carefully and systems are in place to monitor and target additional support where needed and to raise attainment. These systems are not yet consistent enough to guide all pupils in what they need to do next in order to improve.

Pupils experiencing difficulties are identified at a very early stage, often before entry into the school. From then on they continue to be well supported. Pupil's progress towards their targets is reviewed regularly and parents are kept informed. Many parents comment on their child being happy to attend school. All statutory systems are in place to safeguard the children and the welfare needs of children are well met.

Leadership and management

Grade: 2

The headteacher has been in post for just over a year and has implemented a wide range of monitoring and evaluation procedures that have accelerated pupils' progress. Staff identify and tackle school priorities rigorously and set challenging targets for improvement. They share a common sense of purpose that focuses well on pupil needs and welfare and on good progress. There are clear lines of delegation, responsibility and accountability for teaching teams and subject managers. Middle leaders are very effective in leading improvement. Data and teacher assessment is used to inform strategic priorities. The governors are also highly effective in supporting the school and link with curriculum teams in the drive for supporting improvement and are involved in strategic planning. Whilst systems to track pupils' progress are established, they are not yet monitored with sufficient regularity to ensure, for example, that more able pupils are challenged consistently. Community cohesion is outstanding. Leaders provide weekly translated newsletters to inform all parents and members of the local community about events taking place in school. It also has international theme weeks and charity fund raising events, focusing on the local area as well as the wider world.

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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	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B

Text from letter to pupils explaining the findings of the inspection

29 September 2008

Dear Pupils

Inspection of Lavender Primary School, Enfield, EN2 0SX

Thank you for being helpful and making us welcome when we came to inspect your school. We really enjoyed talking to you and looking at your work. You told us that you enjoy coming to school and we agree with you that this is a good school.

Here are some of the things we think the school does well.

- You are making good progress in English, mathematics and science.
- You have excellent sporting opportunities in the school.
- Your school is very successful at helping to create good relationships within the local community and the wider world.

There are two things we have asked the school to do to help you improve further.

- We have asked them to raise standards in writing.
- We have asked your teachers to ensure that in all lessons, pupils who find learning easy are really challenged in their work.

You can help by trying to do your best and continue to enjoy your time at school. Remember to ask teachers if you need help.

Yours sincerely

Trevor Davies

Lead Inspector