

# Lancasterian Primary School

## Inspection report

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<b>Unique Reference Number</b>	102094
<b>Local Authority</b>	Haringey
<b>Inspection number</b>	323584
<b>Inspection dates</b>	11–12 May 2009
<b>Reporting inspector</b>	Nicola 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.

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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 (total)	461
Government funded early education provision for children aged 3 to the end of the EYFS	12
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Martin Burrows
<b>Headteacher</b>	Ms Jane Kelly
<b>Date of previous school inspection</b>	23 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	King's Road Tottenham London N17 8NN
<b>Telephone number</b>	020 8808 2126
<b>Fax number</b>	020 8880 3319

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<b>Age group</b>	3–11
<b>Inspection dates</b>	11–12 May 2009
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a large primary school in Tottenham, with a Nursery and two Reception classes which together make up the Early Years Foundation Stage. Pupils come from a wide range of ethnic backgrounds, with significant groups of learners being of Turkish, Kurdish, Albanian, Caribbean and Somali heritage. The majority of pupils are learning English as an additional language and are at early stages in this when they join the school. More than half the pupils are entitled to free school meals, which is much higher than in most schools. The proportion of pupils who have learning difficulties and/or disabilities is well above the national average. These mostly relate to difficulties with speech, language and communication. A relatively high proportion of pupils join or leave the school other than at the normal times.

The school shares its site with a resource base for pupils who have statements of special educational needs for a variety of physical and sensory impairments.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Lancasterian Primary School has improved significantly since its previous inspection and now provides its pupils with a good education. Pupils enjoy school, respect their teachers, behave well and work hard. The school has been involved in a number of initiatives which have helped the hard-working staff to focus on developing the good teaching skills and strategies they now display. As a result, academic standards have risen dramatically over the past four years and are now broadly average by the end of Year 6. Pupils across all key stages now make good progress and achieve well. Although standards are now broadly average, there is further work to be done to consolidate these gains, and particularly to continue to improve pupils' standards in writing. These still lag behind attainment in subjects such as reading, mathematics and science and are rightly a continuing focus of the school's work.

Staff help pupils develop their basic skills well across different subjects and in interesting ways. For example, attention to speaking and listening prepares pupils who are learning English as an additional language well to develop the more formal English skills required in their writing. A weaker aspect is how well marking and day-to-day assessment in lessons consistently show pupils what they should do to improve. The good curriculum and the wide-ranging activities have had a positive impact on pupils' improved attitudes to learning. Pupils' personal development and well-being are good. They are well cared for and arrangements to support them, particularly if they experience learning or other difficulties, are thorough and effective.

The school is well led and managed. Parents have welcomed the changes which have been made and recognise that, in the words of one parent, 'many aspects of Lancasterian School have improved a lot'. These sustained improvements are evidence of the good impact of leaders and managers and confirm the school's good capacity to continue to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children entering the Nursery have a range of skills and experiences and for many, this is their first experience of an English-speaking environment. Overall, children's skills, particularly in communication, language and literacy, are well below those expected for their age. Staff spend time talking to them and their families, which means that they settle quickly and happily into the setting and parents praise the staff highly. Children are well cared for and develop good relationships with staff and each other. Staff plan well to provide a mix of independent learning and more formal activities led by adults which stimulate children's enthusiasm and develop their concentration and personal skills well. There is a well-considered focus on developing children's speaking and listening to provide a good base for their skills in early reading and writing. Exciting indoor and outdoor role play areas and activities develop children's talk and bilingual adults use a number of the children's first languages well during activities.

All children have access to the shared outdoor area. This contributes well to their learning although, on occasions, outdoor activities are not well enough adapted to challenge girls and boys of different ages and abilities. Children demonstrate consistently good levels of physical and creative development and good understanding about the world. For example, Reception children talked with confidence about petals and stems after observing, drawing and labelling plants with an adult.

The Early Years Foundation Stage is well led and managed by the coordinator, and staff have created a stimulating environment where children make good progress from their starting points. As a result, a higher proportion of children are now meeting expectations for their age when they join Year 1, although most do not yet meet these, particularly in communication, language and literacy.

### **What the school should do to improve further**

- Improve standards and progress in writing.
- Ensure that marking and day-to-day assessment is used consistently to show pupils what they should do to improve.

## **Achievement and standards**

### **Grade: 2**

Standards reached by pupils have risen significantly since the last inspection and most pupils reach the levels expected. In 2008 pupils in Year 2 were at expected levels in mathematics but below that level in reading and writing. However, when the context of the school is taken into account, pupils, especially boys, those with learning difficulties and/or disabilities and those learning English as an additional language, attain significantly more than their peers in other schools. In Year 6 standards were at nationally expected levels in mathematics and science. In English they were below the national level because standards in writing were low. However, progress information shows that most pupils made good progress overall in English, mathematics and science. School records and the work of pupils currently at the school confirm that pupils, including those with learning difficulties and/or disabilities, are making good progress overall to achieve well in relation to their starting points. Most pupils achieve the challenging targets that are set for them, although this is not yet fully consistent across all year groups.

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

### **Grade: 2**

Pupils enjoy school and have a good understanding of the need for exercise and a healthy diet. Good gains in pupils' spiritual, moral, social and cultural development enables them to show care and consideration for one another. Close links with the special school which shares the school site ensure that pupils from both schools play and work well together on occasions. This develops pupils' understanding of difference and inclusion and pupils make a good contribution to the life of the school and to the local community. The school council is proud of the improvements to parking around the school which have resulted from a letter they sent to parents and carers. Visitors to the school from the emergency services help pupils develop a strong awareness of how to keep themselves safe. Attendance has improved since the last inspection, and is satisfactory. Strengths in teamwork and pupils' average standards in basic skills prepare them adequately for the next stage in their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning is good and has a good impact on the progress that pupils make in lessons. Teachers are clear about what they want pupils to achieve. Pupils enjoy the interesting work planned for them and show good attitudes to their work. For example, pupils in Year 3

enthused about making sandwiches, and growing sunflower and lupin plants in design and technology. Support staff, including adult learning mentors, make a good contribution to pupils' learning in lessons by guiding pupils well in small groups. Where lessons are satisfactory rather than good, the pace of learning is a little slow, particularly for pupils who are capable of achieving more. A weaker aspect of teaching is the consistency of involving pupils in assessing their own work and giving constructive feedback through comments and marking, which will help pupils clearly identify their next steps.

## **Curriculum and other activities**

### **Grade: 2**

There are good links developing between subjects that make learning purposeful and fun, supporting pupils' positive attitudes to learning. For example, pupils in a Year 2 literacy lesson were developing their writing skills very well through close examination of the life cycle of the barn owl. The school is rightly identifying opportunities to extend the challenge for pupils who are particularly able or talented. Pupils' good awareness of the importance of protecting their environment is developed well through the work of the eco council. Around the school, large-scale sculptures of endangered animals made using plastic bags, as well as posters encouraging the school community to switch off lights and save water, reflect the school's success in gaining the bronze Eco Award. Themed weeks and days bring the curriculum to life. Art is an area of strength, as the high-quality artwork on display around the school reflects. There is a good range of popular clubs. Music is a further strength. Pupils enjoy regular opportunities to sing a wide variety of songs from around the world, which promotes their cultural development and many learn to play musical instruments. In Years 3 to 6 pupils learn French and Spanish.

## **Care, guidance and support**

### **Grade: 2**

Procedures to safeguard pupils' health, safety and well-being are appropriately rigorous. The school has strong links with a wide range of outside agencies to promote pupils' personal development and support those pupils who need additional guidance. There are good systems to enable the school to check the progress pupils are making over time, which are used well to set targets and to identify pupils who need additional support in literacy and mathematics. A key feature are the termly pupil progress meetings where staff identify any barriers to learning individuals might have and plan to eliminate these. These well-managed arrangements ensure that the most vulnerable pupils, those with complex needs and pupils who require extra help with their learning receive the support they need make good progress, both in classes and through extra programmes.

## **Leadership and management**

### **Grade: 2**

The headteacher and senior staff have established a clear direction for this inclusive school which has led to sustained improvements in standards and achievement. Staff promote the well-being of learners effectively and targets have been used well to provide a focus for improvement that is followed through methodically by leaders across the school and across subjects. Evaluation is accurate and regular, although not all lesson observations focus sharply enough on outcomes for pupils. In this diverse school all pupils have equality of access and

opportunity to that which the school provides. Leaders and managers regularly sample pupils' opinions to be sure that pupils at all levels of ability and from different backgrounds enjoy their time at school and achieve well. Governors discharge their responsibilities well and the school takes many steps to ensure that it makes a good contribution to community cohesion. A number of classes are linked to classes in other schools and countries, such as in Devon, Turkey and Brazil, and the curriculum reflects many different cultures and beliefs and backgrounds. Classes and events for parents help families integrate into the community and understand how best to help their children.

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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 <sup>1</sup> 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

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
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	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 learners' needs?</b>	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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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?	2
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**

01 June 2009

Dear Pupils

Inspection of Lancasterian Primary School, London, N17 8NN

Thank you for welcoming us to your school. We were pleased to hear and see how much you enjoy school, how you behave well and work hard. Your teachers work hard too. They have been making sure your lessons and activities are interesting and are very pleased to see how their work has paid off in the much better standards that you reach and the good progress that you make. They know there is still work to be done, especially to make sure all of you write well by the time you leave the school. That is why they are focusing on this at the moment. Part of the way they are doing this is by making sure that you all have good opportunities to speak and listen in lessons. This is a good idea and particularly helpful for those of you who are learning English as well as another language.

Another useful thing which your teachers do is get together to talk about your progress and make sure each of you is 'on track' and, if not, what they can do about it. One of the ways your teachers can help you further is by giving you better information in your lessons or when they mark your work, so you can see just what you can do next to improve. They do this sometimes but not as consistently as we would like.

Some of you told us you like learning something new each day and your teachers have developed a very interesting curriculum so that you can. We enjoyed looking at your work all around the school which showed us all the interesting things you do and study. We particularly admired the sculptures of endangered animals you have made from plastic bags. The school is well led by your headteacher with help from her senior leaders and the governors and your teachers have worked well together to help each other to improve. For example, all the teachers in the Early Years Foundation Stage plan together well, so that the youngest children get a good start to their time at Lancasterian. Another good thing about the school is the way that everyone is included and considered when the school makes decisions.

These are some of the reasons that we have judged that Lancasterian is a good school. So well done to all of you and all the adults at the school.

Yours sincerely

Nicola Davies

Lead Inspector