

Lordship Lane Primary School

Inspection report

Unique Reference Number	131595
Local Authority	Haringey
Inspection number	341172
Inspection dates	17–18 November 2009
Reporting inspector	David Whatson

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

The registered childcare provision, 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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	691
Appropriate authority	The governing body
Chair	Revd Bob Allaway
Headteacher	Angela Holder
Date of previous school inspection	7 November 2006
School address	Ellenborough Road Wood Green London N22 5PS
Telephone number	0208 888 6541
Fax number	0208 889 6567
Email address	admin@lordship.haringey.sch.uk

Age group	3–11
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 28 lessons or parts of lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at pupils' books, data on pupil performance, development plans, curriculum plans and school policies covering pupil safety as well as 96 pupil questionnaires, 69 parent questionnaires and 42 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Current and predicted pupil performance to see if it mirrors or exceeds the 2009 national test results.
- How successfully the school meets the needs of Somali pupils.
- How effectively teachers meet the needs of pupils of different abilities and mark their work.
- The extent of pupils' personal development and well-being.
- Whether there is sufficient ambition and drive at all levels to ensure strong and consistent improvement

Information about the school

Lordship Lane Primary School is much bigger than most other primary schools. Eighty-six children attend the Nursery part time (56 in the morning and 30 in the afternoon). There are currently 90 children in the Reception year. The Nursery and the Reception classes make up the Early Years Foundation Stage. The proportion of pupils eligible for free school meals is much higher than average. Most pupils are of a White background, a small minority of whom are Turkish. The school is ethnically diverse with many pupils of a Turkish, Somali, Black British, or White British heritage. There is a much greater proportion of pupils learning English as an additional language than is found at most other schools. Many of these pupils, especially in the Early Years Foundation Stage, are at an early stage of learning English. The number of pupils with special educational needs and/or disabilities is broadly similar to the national average but the proportion with a statement of special educational needs is lower than usual. The Base is an area where pupils identified as experiencing difficulties receive additional support. Most of these pupils have speech, language and communication difficulties. The Lordship Lane After-School Club was inspected as part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

The quality of provision has improved strongly because of effective leadership. There are many good aspects including good teaching, an interesting curriculum and high quality care. The views of one parent echoed those of others when they said, 'As a speaker of another language, I am aware of the great work this school does and I am not the only one. The community spirit in this school is great and we can be proud of it.' There has been an upward trend in the results of the Year 6 national tests over the last few years. Attainment in English has improved to average levels but pupils do less well in reading than in writing. The proportion of pupils achieving the higher Level 5 increased significantly between 2008 and 2009, especially in writing where it was above the national average. However, attainment remains low in mathematics and science. The school's careful tracking of pupils' progress, and inspection evidence, indicate that pupils continue to make good progress. Children in the Early Years Foundation Stage receive a satisfactory start to their education.

Improvements in writing have been most pronounced because strong leadership and staff training have been focused on improving teachers' subject knowledge and the use of assessment. Teachers provide more opportunities for pupils to talk about their writing and to use their skills in other subjects than they do in reading, mathematics and science. Pupils know what they need to do to improve their writing and teachers provide increasingly detailed guidance when marking their work. This is not as evident in mathematics or science. Teachers are well aware of the differing needs of pupils in their class and, in English and mathematics, prepare work accordingly. However, they do not always make explicit their expectations of what pupils are to achieve in the lesson.

Pupils enjoy the rich and varied activities provided by the school. These are supplemented very well by a wide range of popular extra-curricular activities. The school has in the past recognised the underachievement of some of its Turkish and Somali pupils. Through the school's support for them and their families, this gap has narrowed. In the 2009 national tests all Somali pupils gained the expected level for their age.

Pupils have a good understanding of what it means to be healthy and how to keep themselves safe. Pupils relish the many opportunities they are given to contribute to school life. They get on well together, share many common values and are well aware of the diversity of the wider community. Pupils' spiritual, moral and social development is good.

The school has a good capacity for further improvement, as reflected in its much improved provision, particularly teaching and pupils' progress. The school has a very accurate view of its successes and areas for development and has used this well in

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conjunction with an all-encompassing vision of success to overcome weaknesses on several fronts.

What does the school need to do to improve further?

- Improve standards in reading, mathematics and science so that by the summer of 2011 they meet or exceed national averages. This is to be achieved by:
 - teachers explaining more clearly what pupils of different abilities are expected to achieve in a lesson
 - providing more focused quality support for pupils in reading and mathematics
 - making better use of assessment and marking
 - giving pupils more opportunities to talk about their learning in reading, mathematics and science
 - building in more opportunities for pupils to apply their mathematical knowledge and skills across a range of subjects
 - ensuring that subject leaders have sufficient time to monitor how their subjects are being taught and to support and coach their colleagues
 - planning more clearly how the school is to achieve this goal over the next two years.

Outcomes for individuals and groups of pupils**3**

School self-evaluation and inspection evidence confirm that pupils continue to make good progress. An analysis of pupils' literacy books clearly showed good progress in terms of the quality and quantity of their written work. Pupils rise to challenges presented to them, such as the Year 6 pupils who showed determination in mathematics when applying their knowledge of estimating perimeters to a practical problem.

In two out of the last three years pupils have made significantly better progress than pupils at other schools. Progress in reading and mathematics is already showing signs of acceleration this year as improvement strategies take effect.

Pupils with special educational needs and/or disabilities progress well because of the good quality support they receive, especially in overcoming their speech and language difficulties. Pupils at an early stage of learning English make good progress as they benefit from the whole-school focus on language development as well as specialist teaching.

The overwhelming majority of pupils state that they enjoy school and learning, a view endorsed by their parents and by inspection evidence. In lessons pupils were interested in their work, concentrated and tried to do their best. Pupils report that they feel safe in school, have a good understanding of their own safety and, as one pupil said, 'If you fall out with your friends you can go to a teacher'. Relationships are very good. Pupils are polite, responsible and manage their own behaviour well. This contributes to their good learning. Pupils have responded well to the school's promotion of healthy living. They

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speak enthusiastically about their many sporting successes and follow the school's rules on healthy lunch boxes. Pupils hold numerous positions of responsibility, such as running lunchtime clubs, taking the initiative, working together and making decisions so that they are well prepared for their future. The school's 'Ambassadors' perform a sterling job in organising events and forging links with the local community.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Through well-planned training and support, especially in relation to the teaching of writing, the quality of teaching has improved over the last few years and most is now good. Teachers' confidence and energy are supported by their good subject knowledge. Their enthusiasm and the pace of their teaching is often contagious and pupils are keen to answer questions, as seen when Year 2 pupils were re-telling the story of the Gingerbread Man. Practical activities, as in a science lesson on separating materials, are used well to increase pupils' understanding. Resources are also used well to engage pupils. For example, Year 3 pupils were captivated by the re-telling of the Greek myth about Theseus and the Minotaur on the interactive whiteboard. In most lessons, the

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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introduction to and explanation of new language is a key reason why pupils at an early stage of learning English achieve so well. Additional adults are deployed particularly well to support individuals and groups of pupils at all stages of a lesson. However, teachers are occasionally less effective as they do not always engage pupils through lively questioning and debate.

The written feedback pupils receive has improved because of the introduction of the school's revised marking policy. There are examples of excellent marking, especially in English, that direct pupils to what they need to do to improve. In the best practice pupils are also given an opportunity to respond. However, such practice is not yet consistent across the school. At the start of a lesson, teachers always explain to pupils what they are expected to learn but only a few refer to this during or at the end of the lesson so that pupils can evaluate their own performance.

In recent years the curriculum has been carefully reviewed and revised to make it more appealing and the school acknowledges that this requires strengthening. However, the school has ensured that the curriculum meets the needs of all groups of pupils. Turkish and Somali pupils in particular have benefited from an increased focus on speaking and listening and role play. Trips and visitors are planned specifically to enhance learning. During the inspection, Year 4 pupils were writing a descriptive account of their recent trip to the Tower of London, including the 'dazzling and glittering' jewels they had seen. There are many good and popular extra-curricular activities, such as karate and cheerleading. Sports are a strong feature of the school and last year the school won the Haringey Sports School of the Year award.

In addition to the targeted support provided in lessons for pupils with specific needs, they also benefit from good quality teaching in small groups that focus on the development of their basic needs. However, some of the needs of the more fluent pupils who are learning English as an additional language are not always fully met or recognised. The Base provides an excellent facility to support those pupils experiencing difficulties. The school responds quickly when underachievement is identified. For example, following the identification of a weakness in writing, last year's Easter school (additional lessons provided by the school during the Easter school holidays) focused specifically on writing and during term time additional programmes were provided for more able writers. The school acknowledges the needs of its diverse community and accommodates them well, for example during Ramadan. The promotion of good attendance, both in lessons and assemblies, is given a high priority and has successfully raised attendance to a broadly satisfactory level. Pupils are proud when they reach the top of the school's 'Attendance Premier League' table. Good quality support and guidance and the consistent application of the school's behaviour policy promote pupils' good behaviour and personal development well. The breakfast club and after-school club both provide well for the pupils who attend. The school has forged good links with parents. This was particularly evident when 140 fathers and male carers attended the 'Dads in School Day'.

These are the grades for the quality of provision

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The quality of teaching Taking into account: The use of assessment to support learning	2
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, supported by an effective team of deputy headteachers has made great strides in moving the school forward. There are clear termly and yearly plans to show how the school intends to improve from satisfactory to good but the long-term vision is less clear. The training and support given to subject leaders have developed this layer of management into a force for change. Their impact is evident in the improving provision and rising standards, especially in writing. Opportunities for other subject leaders to monitor their subjects and coach their colleagues have been less frequent, particularly in mathematics. The recently appointed 'progress leaders' play an important role in continually evaluating the impact of the school's provision and refining what it needs to do to continually raise standards. This detailed tracking and analysis also enables the school to identify quickly any possible underachievement by particular groups of pupils and close the gap between them and their peers, as in the case of the Somali and Turkish pupils.

The governors are becoming increasingly supportive and are beginning to hold the school to account. They know how the school is to achieve its short-term goals but, without a plan for the next few years, they are unsure how the school's vision is to be achieved. They and the school ensure that there are comprehensive systems in place to promote pupils' safety. The school has carefully evaluated and planned how it promotes pupils' knowledge and understanding of the communities in which they live. Through community events and the appointment of specialist staff, the school has built strong relationships with all members of its parent body. Numerous agencies and other partnerships play an important role in supporting pupils' development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter Nursery at below the expected level for their age, particularly in their language development. By the end of Reception most have made satisfactory progress but attainment remains below expectations. On arrival, children and parents are given a warm welcome and children soon settle to the activities and new routines in the Nursery. Relationships are good because all adults are caring and sensitive. However, although well supervised when all children are outside, the play area is overcrowded. Most adults have a secure knowledge of children's learning and development. The balance of activities that are led by teachers and those chosen by the children is satisfactory but at times there is not enough meaningful interaction between adults and children in the Nursery. In Reception, children do not have enough opportunity to make independent choices, for example when making the puppets of Elmer the elephant. Indoors, children enjoy quite a rich range of opportunities but this is not sufficiently reflected outside. Children's progress is assessed regularly but assessments are not sharply focused on what children can do independently. A recently appointed leader is to oversee the provision to ensure continuity and consistency after recent staff changes. The school has an accurate view of what needs to improve.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The proportion of questionnaires returned was quite small. Nearly all the questionnaires were wholly positive with a minority of parents making written comments about improved home/school communication, support for parents and the good range of after-school activities. A few expressed concerns about pupils' behaviour but the inspection team found no evidence to confirm these concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lordship Lane Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 69 completed questionnaires by the end of the on-site inspection. In total, there are 691 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	64	22	32	3	4	0	0
The school keeps my child safe	41	60	24	35	3	4	1	1
The school informs me about my child's progress	34	49	34	49	1	1	0	0
My child is making enough progress at this school	33	48	31	45	5	7	0	0
The teaching is good at this school	41	59	27	39	1	1	0	0
The school helps me to support my child's learning	33	48	30	43	6	8	0	0
The school helps my child to have a healthy lifestyle	32	46	36	52	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	36	34	49	2	2	0	0
The school meets my child's particular needs	28	41	30	44	5	7	0	0
The school deals effectively with unacceptable behaviour	28	41	28	41	9	13	1	1
The school takes account of my suggestions and concerns	24	35	30	44	8	11	3	4
The school is led and managed effectively	37	54	24	35	5	7	0	0
Overall, I am happy with my child's experience at this school	41	59	24	35	2	2	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 November 2009

Dear Pupils

Inspection of Lordship Lane Primary School, Wood Green, N22 5PS

The inspection team thoroughly enjoyed visiting your school and we would like to thank you all for your friendly welcome. We found that your school has improved and that you are now doing better in English, especially in writing, and in mathematics and science. This is because teaching has improved and many more of your lessons are helping you to learn quickly. Our main finding is that the school provides you with a satisfactory education, but it also has many good features.

- Everyone at the school, including you and your parents, works well together.
- You have a good understanding of how to keep healthy and you enjoy eating healthily in school and taking part in lots of sports and exercise. Well done!
- Your teachers give you interesting things to learn and this helps you to enjoy school.
- You behave well, are kind and considerate and know how to keep yourselves safe.
- You carry out your responsibilities well, such as your role as 'Ambassadors' and your work on the school council.
- There are lots of interesting activities after school for you to enjoy.
- Your headteacher has introduced many good ideas that have helped to make the school better. She has even more ideas for the future. The school is therefore well placed to keep improving.

Although you are all making good progress, your attainment in reading, mathematics and science is still not high enough. I have asked your school to give you more opportunities to talk about your learning in these subjects and to use your mathematical skills in other subjects. I have also asked your teachers to explain more clearly what they expect you to do and how to improve your work.

Your teachers are determined to make Lordship Lane a good school. I have asked them to plan in more detail how they are going to achieve this and to work very hard in the next couple of years to make it happen. You can help them by always trying as hard as you can and listening to what they tell you to do to improve your work.

Yours sincerely

David Whatson

Lead Inspector

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