

Ferry Lane Primary School

Inspection report

Unique Reference Number	102127
Local Authority	Haringey
Inspection number	335843
Inspection dates	30 June –1 July 2010
Reporting inspector	Susan Thomas-Pounce

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	233
Appropriate authority	The governing body
Chair	Louise Prothero
Headteacher	Maxine Pattison
Date of previous school inspection	14 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 21 lessons and saw all eight teachers teach. Meetings were held with senior and middle leaders, the Chair of the Governing Body and pupils. Inspectors observed the school's work, and looked at the written records for tracking pupils' progress, the school improvement plan, local authority reviews, and a range of school documents. The inspection team analysed questionnaires completed by 47 parents and carers, 78 pupils and 33 staff.

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

- the school's approach to raising the level of achievement for all groups of pupils
- the effectiveness of teachers' planning and the quality of feedback given to help pupils to improve their work
- the effectiveness and rigour of the evaluation of the school by senior leaders, including governors and middle leaders, to improve the outcomes for all groups of pupils.

Information about the school

At this averaged-sized inner city primary school, nearly two thirds of the pupils are boys. Almost all pupils are from a wide range of minority ethnic backgrounds. The vast majority speak a language in addition to English, and a large number are in the early stages of speaking English. The proportion of pupils known to be eligible for free school meals is well above average, as is the percentage of pupils with special educational needs and/or disabilities. The proportion of pupils with a statement of special educational needs is above average. Their needs mostly relate to language, literacy and communication, and emotional difficulties. A higher than average proportion of pupils leave or join the school partway through the year. Since the last inspection, the school has experienced a high turnover of staff and a new headteacher has been appointed. Under her leadership, staffing has now stabilised. The school holds several awards, including the Leading Parent Partnership Award. Provision for the Early Years Foundation Stage is in the Nursery and Reception classes. The school provides a breakfast club each morning.

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

3

Main findings

Ferry Lane is a satisfactory school. It has some good features. The school has improved under the leadership of the headteacher, the support of staff and governors, and the local authority. Attainment is low but improving and pupils make satisfactory progress. Some groups, notably pupils with special educational needs and/or disabilities are learning well and make good progress. As a result of the good teaching, curriculum and leadership and management, children in the Early Years Foundation Stage make a good start to their learning. Under the local authority's Improving School Programme (ISP), the school's drive for improvement has successfully halted the decline in achievement. More frequent and accurate tracking of pupils' progress has resulted in improved learning and faster progress across the school. However, the legacy of gaps in pupils' learning, as well as the high number of pupils who enter the school at other than the normal times, means that its impact has not yet been sufficient to raise standards substantially in English and science, although pupils' attainment in mathematics is now broadly in line with the national average.

The curriculum is satisfactory and opportunities to provide enrichment through interesting projects are developing well. It is gaining the interest of the pupils, especially boys, who are beginning to see how learning in one subject relates to another. The overall quality of teaching is satisfactory, as the school correctly evaluates. While the needs of pupils with special educational needs and/or disabilities are met in lessons, this is not always the case for the more able pupils who are only consistently challenged by good teaching. Over the last three years, too few of these pupils have attained the higher levels they are capable of. There are signs that this is improving but from a very low base. Although improving, teaching in all year groups does not consistently use assessment to ensure that the work is set at the right level to challenge pupils of different abilities. Some pupils lack confidence and skills to work independently.

Pupils enjoy their time in school; they say that they feel safe and valued. There is a strong focus on healthy eating and lifestyles. Both of these are supported by the work of the school council. There are robust partnerships with external sport providers and a high proportion of pupils take part in sporting activities, both in and beyond school. Attendance is average but the proportion of pupils who are persistently absent is above average. The school works hard with parents and carers to ensure they cooperate in the drive to reduce absences and the school can point to examples where they have been particularly successful. Nevertheless, this is still an area for the school to concentrate on. Leadership and management, including governance, are satisfactory. The headteacher and governors have established good working partnerships to promote pupils' learning and well-being. Recent challenges have been overcome and the school is less reliant on

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local authority support because staffing is more stable and senior staff have been appointed. Although it is early days for the senior management team, they are effectively contributing to recent improvements in pupils' progress. Everyone on the team is determined to play their part in improving the outcomes for pupils. As many leaders are new to their roles and some initiatives to enable pupils to take greater ownership of learning are at an early stage, the current capacity to sustain and strengthen the improvements made so far is satisfactory. The school has a good knowledge of its strengths and weaknesses and self-evaluation is secure.

What does the school need to do to improve further?

- Raise standards overall in English and science by the end of Year 6 to at least the national average by:
 - improving the consistency of teachers' expectations and the level of challenge to match best practice in the school
 - planning work that matches the ability of the different groups, especially the higher ability pupils
 - helping to build pupils' confidence in their learning so that they can operate more independently and improve their work.
- Improve the regular attendance of pupils by:
 - continuing to work with parents and carers to emphasise the importance of the regular attendance of their children to school.

Outcomes for individuals and groups of pupils

3

All pupils are making the expected progress from their low starting points and overall achievement is satisfactory. Although attainment across the school is considerably lower than the national average, it is now rising, especially in the Early Years Foundation Stage and for older pupils in mathematics. A whole-school focus on developing mathematical skills has raised attainment and improved pupils' confidence. The majority of pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, are making at least the expected rate of progress and many are making faster progress than this. Although pupils' progress is satisfactory overall, it is inconsistent; in some lessons and in some classes, it is good. For example, in one Year 4 literacy lesson on Spies, pupils made accelerated progress; they were encouraged to use a range of strategies to improve their writing, speaking and listening skills. Their imaginations were fired by the arrival of a mystery ticking parcel. As they wrote together a play script on large outlines of the different characters, they speculated on whether it was a bomb or just a clock. Working well in groups and independently, these pupils showed good concentration and understood the teacher's well-targeted guidance.

Pupils are well aware of right and wrong and understand the consequence of their actions. They enjoy school, behave well and are polite. They show curiosity and a

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willingness to reflect on their roles in the school and beyond. They contribute well to the community through partnerships with other schools and organisations. The school council is active in its work, having played an important role in the development of the outdoor play areas. Pupils' awareness of healthy lifestyles is good as is their understanding of spiritual, social and moral issues. Their cultural development is excellent. The heritages of the children and their communities are extensively celebrated, both in displays around the school and in the new creative curriculum. As a result, pupils respect each other's traditions and value their differences. Although the school's systems for improving attendance and punctuality have improved, the proportion of pupils who are persistently absent is too high. Pupils' good collaborative skills and positive attitudes to learning provide them with a sound basis to support their future economic well-being, although their basic skills are not yet high enough.

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	3
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The school has worked effectively with partner schools to introduce a new creative curriculum, to guide teachers' planning, monitor their teaching and pupils' progress. As a

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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result, the school is more focused on pupils' learning. Teachers and support staff have risen to the challenge. They have responded positively and teaching and learning are improving, but this has yet to have a significant impact on pupils' attainment and progress. Teachers do not make enough use of assessment to inform lesson planning so that they can tailor their lessons to meet the needs of all pupils effectively, especially those who could do more difficult work. There is often too much direction by the teachers and pupils are not encouraged to work independently. Pupils especially appreciate the opportunities some teachers give them to engage in self- and peer-assessment. Pupils find marking helpful but would like more written feedback so that they know how to improve their learning. The two phase leaders have driven the introduction of the new creative curriculum and effectively monitored its implementation. This is starting to improve the quality of teaching and learning.

The curriculum now builds on the areas of learning children experience in the Early Years Foundation Stage, extending the learning journey through Key Stages 1 and 2. Pupils value the opportunities to contribute to planning units of work. They thoroughly enjoy more active learning such as experiments and investigations. They told inspectors that they were using information and communication technology (ICT) much more. In some classes, pupils are effectively engaged in their learning. An example of this was seen in a Year 4 numeracy lesson where the teacher had created props for helping them solve problems.

This is a caring school, which knows its pupils well. The school provides well for the integration of new entrants and within this welcoming environment, pupils feel valued. Potentially vulnerable pupils are well supported through effective partnerships with other agencies. There is good provision for encouraging attendance and pupils with poor attendance are well supported.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has a clear vision for the school and is well supported by the deputy headteacher, other senior staff and the governing body. With support from the local authority, improvement has been driven forward through a programme of challenge and purpose. Significant organisational changes have been overcome and staffing consolidated. The leadership and management of teaching and learning are satisfactory but improving rapidly, with many leaders and managers new in post. This is helped by

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the improving self-evaluation structures that have built on the good practice of the local authority's ISP programme.

The promotion of equal opportunities is satisfactory, reflecting the variable teaching provision. The school recognises that in classes where teaching is satisfactory, higher ability pupils are not enabled to make the progress of which they are capable. The governors have a clear focus on ensuring the well-being of the pupils and the procedures for safeguarding pupils are good. This reflects the high levels of care in the school. All parents and carers who responded to the questionnaire agreed that the school helps to keep their children safe. The school has worked very hard over the past three years to work effectively with parents and the local community. The school now holds the Leading Parent Partnership Award in recognition of the quality of its commitment to helping parents and carers support their children's education. Partnerships in the local area and beyond have successfully improved the learning opportunities for all pupils in the school. For example, the partnership with another local school has been signally successful in enabling teachers to establish the creative curriculum through the 'loan' for two terms of the experience of an outstanding teacher. Good community cohesion is central to this school. Consequently, pupils mix very well and respect different faiths and lifestyles. The school participates in many local faith and community activities and has strong links with Tobago, Spain and Turkey through the Comenius Project.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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

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Children join the Nursery with skills that are well below those expected for their age in all areas of learning. For many, it is their first experience of sharing with others, taking the initiative about what they choose to do, or learning to speak English. A range of good quality experiences, both indoors and outdoors, harnesses children's curiosity and gets them off to a good start. Children make good progress and most reach the learning goals expected for their age by the time they move to Year 1.

Children receive good quality teaching in an environment that caters well for their individual needs. Resources are good and offer them exciting opportunities for learning. During the inspection, the children were very excited when they helped their teacher make porridge for the baby bear because Goldilocks had eaten his. The good balance of activities directed by adults and those that the children choose for themselves enables them to make good progress in most areas of learning. Staff rightly focus on developing children's language skills, as they are the weakest area, with many speaking little or no English. Support for these pupils is extensive. A good focus on the linking of sounds and letters was observed; this is successfully helping children to make good progress in their reading skills through the consistent teaching of linking sounds and letters.

Good leadership ensures that children's progress is carefully tracked, with good regard for their care and welfare. At present, the accuracy of early assessments shows some inconsistency but the school is aware that moderation will help to improve these judgements. There is a clear vision of what needs to be done to improve provision further. Under the good leadership of the phase manager, there is the resolve to drive this forward.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of the relatively small number of parents and carers who returned questionnaires expressed positive and supportive views. They say that their children are happy and enjoy coming to school. A few parents and carers felt that incidents of poorer behaviour were not well managed, although most parents and carers felt that the school keeps their children safe. The inspectors judge that procedures for managing more difficult behaviour are clear, consistently applied by staff and understood and trusted by pupils. A very small minority expressed concerns about how the school takes account of their views. The inspectors consider that staff make considerable efforts to be available to listen to parents and carers, who are welcomed into school. These concerns are

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reflected in the report and were discussed with the headteacher.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ferry 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 233 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	62	18	38	0	0	0	0
The school keeps my child safe	24	51	20	43	3	6	0	0
The school informs me about my child's progress	19	40	21	45	7	15	0	0
My child is making enough progress at this school	20	43	22	47	3	6	2	4
The teaching is good at this school	23	49	21	45	2	4	1	2
The school helps me to support my child's learning	22	47	21	45	3	6	0	0
The school helps my child to have a healthy lifestyle	20	43	21	45	6	13	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)	20	43	21	45	4	9	1	2
The school meets my child's particular needs	20	43	20	43	4	9	3	6
The school deals effectively with unacceptable behaviour	19	40	18	38	4	9	5	11
The school takes account of my suggestions and concerns	23	49	15	32	3	6	6	13
The school is led and managed effectively	17	36	20	43	4	9	5	11
Overall, I am happy with my child's experience at this school	24	51	16	34	4	9	3	2

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



5 July 2010

Dear Pupils

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

On behalf of the inspection team, I should like to thank you for your friendly welcome. We enjoyed meeting and talking with so many of you, sharing lunch, looking at your work and visiting your lessons. We were so pleased to see how well all of you, whatever your backgrounds or abilities, get on together. This, as well as your good behaviour, helps you feel safe in school which means that you can concentrate well on your learning. Some of the other good things about your school are the good time that children in the Nursery and Reception classes have, and also the way that all the adults take such good care of you. We liked the look of your new curriculum and could see you were excited about it, especially you 'would-be' spies!

Although we think the school has some good parts, we judge it as satisfactory. This is because most of you are making satisfactory progress in reading, writing and mathematics. For those of you who find work difficult, your progress is good. This is because the adults ensure the work you do is just right to help you move on. This is not always the case for those of you who find learning easier.

We have asked your school to help you make even better progress, especially in English and science, so that you reach at least the standards reached by other pupils nationally. To do this we have asked your headteacher and teachers to:

- make all your lessons as good as the best by developing a range of activities that better match your needs, especially for those of you who could do harder work, and help you to have more confidence about your learning through giving you more opportunities to investigate things for yourself
- work with some parents and carers to emphasise how important it is that you attend every day so you do not miss out on all the exciting things that happen in school.

We want you all to try extra hard to help your school improve even more. You can help by coming to school every day. I wish you every success for the future.

Yours sincerely

Susan Thomas-Pounce

Lead inspector

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