



Lordship Lane Primary School

Inspection Report

Unique Reference Number 131595
Local Authority Haringey
Inspection number 293789
Inspection dates 7–8 November 2006
Reporting inspector Judith Dawson

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

Type of school	Primary	School address	Ellenborough Road
School category	Community		Wood Green
Age range of pupils	3–11		London N22 5PS
Gender of pupils	Mixed	Telephone number	0208 888 6541
Number on roll (school)	700	Fax number	0208 889 6567
Appropriate authority	The governing body	Chair	Jo Larkin
		Headteacher	Ms Angela Holder
Date of previous school inspection	11 February 2002		

Age group	Inspection dates	Inspection number
3–11	7–8 November 2006	293789

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Introduction

The inspection was carried out by four additional inspectors.

Description of the school

This much larger than average primary school serves an area of high ethnic diversity and of high levels of deprivation. About 75% of the pupils in Years 1 to 6 have English as an additional language and a similar percentage hardly speak English at all when they join the nursery. Over 27% of the pupils are classified as mobile, including asylum seekers and refugees, which is much higher than average. The number of pupils entitled to free school meals is well above average. This results in low attainment on entry to school. The school has Information and Communication Technology (ICT) Training School status and Partnership Training status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Lordship Lane Primary School has been through a period where standards have fallen and pupils were not achieving as well as they should be. This was due, in part, to changes in the school population with many more pupils entering school with a very limited knowledge of the English language. However, the school is working successfully to rectify this underachievement. The school has an accurate view of its effectiveness and inspectors agree that it now provides a satisfactory standard of education.

Standards, overall, are below average in English, mathematics and science. Taking account of pupils' starting points, this represents a satisfactory level of achievement. Children start school with low levels of knowledge and skills, most having little English language. Children are well taught in the Nursery and Reception classes and they make good progress, although few achieve their learning goals by the time they join Year 1. Although pupils make satisfactory progress in Years 1 and 2, standards in reading, writing and mathematics remain below average by Year 2. About half the pupils who attend the school throughout Years 1 to 6 make good progress, many attaining national averages by Year 6. This represents about a quarter of the pupils. The well above average number of pupils joining the school with little English Language make satisfactory progress but do not have time to reach their full potential before leaving the school.

Teaching is satisfactory overall. Recent improvements in identifying pupils' learning needs and responding to them have started to raise achievement, especially amongst pupils who have been in school since the Foundation Stage. However, pupils throughout the school need more guidance on how to improve their work and teachers need to ensure that their planning meets the needs of all pupils so that pupils make better progress throughout the school. The curriculum is satisfactory. While more needs to be done to establish links between subjects to enable pupils to apply their English and mathematics skills throughout the curriculum, provision for music and physical education is good and pupils achieve well in these subjects. Pupils do well in sport and the school holds most of the local sporting awards. Pupils have satisfactory opportunities to develop skills that prepare them for their future lives.

This is an inclusive school and pupils who join the school after the Foundation Stage swiftly settle into school life. Good support systems, including the support of other pupils who speak the same language makes them feel at home. As one pupil said, 'I was frightened on the first day but my new friends were great. I love this school.' Attendance has improved since the last inspection although it is still below the national average. Pupils are enthusiastic about their work, respect each other and the adults in school and behave well. They know how to keep healthy and safe. The school council, monitors and playground buddies take their responsibilities seriously. Pupils receive good pastoral care, guidance and support, enabling them to thrive in school. Academic guidance is satisfactory. Spiritual, moral, social and cultural development is good and the school is justifiably proud of its multicultural traditions and good quality music. Parents are very pleased with the work of the school and the care their children receive.

The headteacher and senior management team have a good understanding of the school's strengths and weaknesses and have accurately identified areas for development. Recent changes in the school's management structure have enabled staff to respond to the challenges the school faces. For example, a team of teachers have begun to monitor pupils' progress throughout the school to identify those who need support or additional challenge. However, subject leaders have not yet established robust systems for monitoring teaching and learning in their subjects and are just beginning to establish links between subjects to enable pupils to develop their skills.

What the school should do to improve further

- Ensure that all teachers match work to the needs of all pupils in order to raise standards in English, mathematics and science.
- Make sure all teachers give good guidance to their pupils to help them improve their work.
- Develop the role of subject leaders to better support the development of pupils' skills across the curriculum.

Achievement and standards

Grade: 3

Attainment on entry to school is low. Children are given good support in developing language skills in Foundation Stage classes. This supports future learning well and many pupils who stay at the school through to Year 6 attain national averages in English, mathematics and science. Although overall results in national tests did not meet the targets set in 2006, particularly in mathematics, the school has strategies in place to address this issue. Achievement is satisfactory. The current tracking system for measuring pupils' progress is not fully embedded in school practice but is beginning to be used to improve pupils' progress. In Year 6 pupils have clear targets set for them so that they know what they need to achieve. However, this is not established throughout the school.

Personal development and well-being

Grade: 2

Pupils enjoy school and their personal development is good. Because their spiritual moral, social and cultural development is good, pupils behave well and the large majority have very positive attitudes to their learning. Many have high expectations of themselves. They listen and concentrate well in lessons, co-operating effectively. These skills provide a satisfactory foundation for their future economic well-being.

Pupils feel safe in school because 'our teachers and friends care about us'. Bullying and racism are not tolerated and pupils trust the school to sort out any such problems. They know that it is important to follow the school rules because that keeps them safe. They understand about the benefits of healthy eating and regular exercise although they are concerned about the quality of the school dinners. They particularly

enjoy their swimming lessons and the success of the football team. They are enthusiastic about the good range of educational and recreational visits and comment on how the celebration of religious festivals is fun and helps them to understand other ways of life. Through the school council and the buddy system pupils contribute well to the quality of the school community. They have a strong commitment to improving school life. The excellent choir perform for the benefit of parents and the wider community.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall with some strengths. In the Foundation Stage teaching is good, enabling children to improve their language development and this has a powerful effect on promoting knowledge and understanding in other areas of learning. In the rest of the school teaching is satisfactory. Relationships between pupils and adults are good and provide a good basis for learning. Teachers have good subject knowledge and effective strategies to maintain pupils' interest and enthusiasm for learning. The behaviour of pupils is good and classrooms are well managed. Pupils with learning disabilities and those who have recently joined the school receive good support. All teachers model language well and make sure pupils with little English understand what they say. The quality of marking is variable. On too many occasions bland statements fail to indicate how pupils can improve their work. Teachers do not always adapt their planning sufficiently to meet the diverse needs of their pupils to help them achieve more.

Curriculum and other activities

Grade: 3

The school's curriculum is satisfactory. It is currently undergoing revision and much has been done to make it relevant to the pupils. The school recognises that their work is far from complete. There need to be stronger links between subjects, for example, to enable pupils to use their skills across the curriculum. The school enjoys a good reputation for its provision in music and physical education. Themed weeks, for example in physical education, provide an insight into other sporting activities when practitioners from other settings demonstrate their skills. There is a good range of well-attended extra curricular activities that include sport, music and computer clubs. A breakfast club supports pupils' social and educational development and parents are delighted with this provision. Pupils enjoy opportunities to explore outside the school environment and educational visits, for example to Wales in Year 6, are popular and provide a valuable source to broaden their awareness of differences in environments. Healthy and safe lifestyles are promoted effectively. Pupils are prepared well for transfer to secondary school.

Care, guidance and support

Grade: 2

Pastoral support is particularly strong whilst academic support, although satisfactory overall, is growing in strength. This results from the tracking systems that are beginning to measure progress effectively. Pupils with learning difficulties and disabilities receive good levels of support and those learning English receive the support needed. Older pupils understand what they need to do to improve but marking does not always support pupils as well as it could. A consistent approach to managing behaviour supports pupils well so behaviour is good. All procedures to ensure pupils' safety are fully in place. Rigorous measures to improve attendance have resulted in a steady reduction in absence. The school works closely with the secondary school to which most pupils transfer. The school works well with a wide range of outside helpers.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The recent restructuring of leadership and management to make the most of teachers' strengths has had a positive impact on the rigour of school systems. The senior management's monitoring of teaching has resulted in some changes across the year groups to ensure that teachers use their skills to the best effect. Leaders accurately identify weaknesses in teaching and provision and are taking steps to address them. Although subject leaders have had limited opportunities to develop their monitoring roles they have an accurate understanding of how the curriculum needs to be developed. This is a school with a good capacity for improvement. The measures put in place by the headteacher since she was appointed two years ago are beginning to have a positive impact on pupils' learning. The staff are committed to school improvement and plans for development are relevant and manageable. Although the Chair of Governors is very knowledgeable and is able to challenge initiatives and outcomes, the Governing Body is undersubscribed and the school struggles to recruit new parents. One parent says 'There is little information about what the governors do.'

Resources are well managed. The school seeks every opportunity to generate funds but has a tight budget. Spending is prioritised to meet pupils' needs and the school makes sensible decisions about staff training priorities.

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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
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 performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you very much for all your help when we visited your school. We really enjoyed talking to you and seeing how hard you work. We were very impressed by your good behaviour and the way that you care for each other. A special thanks to the school council and those pupils in Year 6 and who are new to the school who left your lessons to talk to us.

You told us that you enjoy school and are well cared for and we agree with you. You say you work hard although sometimes find the work too difficult or too easy. We have asked your teachers to make sure that each of you is given work that you can do but makes you think. Those of you who join the school during the school year are made very welcome and soon make friends. I was impressed by how quickly some of you have learnt how to speak English.

Those of you in Year 6 know what you need to do to improve work in English and mathematics but many of you are not sure how to make your work better. We have asked your teachers to make sure that you do. You can help them by taking their advice and remembering it as you work. This will help you make your work even better.

You have lots of interesting things to learn about and I know you enjoy your clubs and visits. Congratulations on your many sporting successes. Your teachers work hard to make sure you have interesting things to learn about. We want them to plan your lessons so that you can use the skills you have developed, especially in English, mathematics and ICT, in other subjects.

Your school provides you with a satisfactory education and you make steady progress through the school. We hope that, with your help, you will learn even more and achieve well in all that you do.

Best Wishes

Mrs Judy Dawson (Lead Inspector)