

# Ferry Lane Primary School

Ferry Lane Estate, Tottenham, London, N17 9PP

## Inspection dates

13–14 March 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The leadership team has successfully improved the school since the last inspection. As a result, teaching is now consistently good, and pupils make rapid progress across the school.
- Children join the school with skills that are well below the levels expected for their age. They make good and rapid progress because of the effective leadership and teaching in the Early Years Foundation Stage.
- Middle leaders make sure their teams develop pupils' confidence and positive attitudes to learning.
- Pupils from different groups, including disabled pupils, those with special educational needs, those eligible for the pupil premium and pupils who speak English as an additional language, make good progress because they enjoy learning.
- Pupils behave well in lessons and around the school. They feel safe and happy in school.
- Parents are pleased with the way the school develops and keeps their children safe.
- Governors ensure that resources are allocated efficiently so that additional funding has a positive impact on the achievement of the eligible pupils.

### It is not yet an outstanding school because

- Standards of attainment, particularly for the most able pupils, are not as high as they could be by the time pupils leave the school in Year 6.
- Teaching over time ensures pupils make good rather than outstanding progress overall.
- Topics that pupils study are not always enriched with sufficient extra-curricular opportunities.

## Information about this inspection

- Inspectors observed 18 lessons, 13 of which were joint observations with members of the senior leadership team.
- Inspectors listened to pupils read and attended assemblies.
- Meetings were held with a group of pupils, the school leadership team, subject leaders, members of the governing body and a representative from the local authority.
- There were insufficient responses to the online questionnaire Parent View for them to be analysed. Inspectors took account of comments from discussions with parents during a coffee morning session. Members of the inspection team also spoke to parents as they brought their children to school.
- The inspection team observed the school’s work and looked at a number of documents, including school improvement plans, data on pupils’ current progress, pupils’ written work, the governing body minutes and records relating to behaviour, attendance and safeguarding.

## Inspection team

Janev Mehmet, Lead inspector

Additional inspector

Avtar Sherri

Additional inspector

## Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

### Information about this school

- This school is an average-sized primary school.
- The proportion of pupils who are eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families, is high compared to the national average. There are currently no pupils from service families in the school.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above the national average, as is the proportion supported at school action plus or with a statement of special educational needs.
- Almost all pupils are from minority ethnic backgrounds and most of them speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is part of a 'Network Learning Community' and works on good-practice projects with other schools.
- The executive headteacher is also the headteacher of a school in the same local authority. Staff in both schools share good practice with each other.

### What does the school need to do to improve further?

- Raise standards of attainment across the school, especially for the most able pupils, by maintaining the rapid pace of progress and further improving the quality of teaching.
- Increase the proportion of outstanding teaching by ensuring that teachers consistently challenge the most able pupils sufficiently.
- Provide more opportunities for pupils to enrich their learning through extra-curricular activities such as trips.

## Inspection judgements

### The achievement of pupils is good

- Most pupils across the school are making good progress from their starting points in reading, writing and mathematics. Achievement is good overall because the pupils have made rapid gains since the last inspection.
- By the end of Key Stage 1, most pupils do not achieve expected standards in reading, writing and mathematics because teaching in the past has been weak. By the end of Key Stage 2, pupils attain standards that are broadly in line with national levels and achievement is improving steadily.
- Children join the school with skills and knowledge that are well below the levels expected for their age. By the end of the Early Years Foundation Stage, children have made good progress from their starting points.
- In the Early Years setting, teachers encourage the use of singing, play and imagination to develop children's speech. Because of children's very low starting points, results of the most recent phonics (the sounds that letters make) screening check at the end of Year 1 were below the national average. However, the teaching of language, literacy and communication skills has improved in quality since the last inspection, and now ensures that children are learning to sound out letters more confidently.
- Pupils who speak English as an additional language, disabled pupils and those who have special educational needs make good progress because specialist teachers design stimulating activities for meeting their individual needs. The school's work to promote equality of opportunity is good.
- The most able pupils make good progress because they are generally provided with opportunities to excel. However, in some classes, teachers do not always provide activities that push pupils on to the next stage rapidly enough.
- Pupils' literacy and numeracy skills develop well because they enjoy reading and are very enthusiastic about taking part in reading competitions as well as trips to the library. There are reading corners and interesting books in every classroom.
- Pupils eligible for the pupil premium funding attain standards that are broadly in line with national expectations by the end of Key Stage 2 in both mathematics and English, and close to those of their peers. Within school, the progress made by these pupils is good and improving year on year. There is no gap between those eligible and their peers and, in some cases, eligible pupils perform better than their peers.

### The quality of teaching is good

- The quality of teaching is good. As a result, most pupils are excited about learning and enjoy coming to school. Pupils enjoy their learning because activities interest them. For example, in a Reception class, children were excited about writing mystery potions in their blacked-out den under the table where they used their torches.
- Teachers set a good example by showing respectful and positive attitudes towards pupils at all times. As a result, pupils are confident and dedicated to their learning.
- Pupils develop their skills in reading and writing rapidly because teachers plan and deliver activities that are motivating and develop reading and writing skills. For example, in a Year 6 science lesson, pupils devised a 'fair testing' document that assessed the speed with which different kinds of sugar dissolved. They worked in teams, thought things through together, discussed their ideas, and used a particular style of writing to demonstrate their findings.
- Pupils develop their skills in mathematics rapidly because they learn in a way that helps them to enjoy and remember skills. During a mathematics lesson in Year 2, pupils were given tangerines to hold while they estimated how many marbles would weigh the same as the tangerine. They then collectively tested their estimates by using weighing scales and marbles.
- Teachers and their assistants understand how well pupils are doing because they regularly check

progress to make sure individuals reach their potential. However, in some lessons, the most able pupils sometimes complete tasks earlier than expected and are not always provided with more challenge.

- Pupils receive high-quality feedback and guidance in their books on how to improve, and respond regularly to their teachers' questions or tasks.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good.
- Pupils behave sensibly in lessons and around the school. Their attitudes to learning are positive throughout the school. They speak confidently about their education and of teachers' high expectations. They know what level they are working at, and what they need to do to improve.
- The school prepares pupils for the next stages of their lives, for example, by providing them with the experience of applying for peer mediator roles. Pupils also take on responsibilities as reading buddies and school councillors.
- The school's work to keep pupils safe and secure is good.
- Pupils have a good understanding of how to keep safe and pride themselves on being a friendly school where there is no bullying. They know how to apply the principles of e-safety when using computers and how to keep healthy.
- Parents and carers have very positive views of the school and how it keeps their children safe and happy. They visit the school for coffee mornings, and they describe the school as a 'hub' because of where it is and how supportive it is.
- Pupils attend school regularly and are polite to each other and the adults around them. Attendance is average as a result of the school's work to promote punctuality and regular attendance.

### **The leadership and management** are good

- The head of school, under the guidance of the executive headteacher, has ensured that leaders and managers have successfully improved the school since the last inspection. Leaders have made sure that teaching is consistently good, with some that is outstanding, and that the progress of all pupils is good and improving. Consequently, leadership and management are good.
- Middle leaders work well together, and at a fast pace, to ensure that high-quality learning and progress of all pupils are the school's core purposes. Systems for tracking pupils' progress help leaders and staff to support pupils' achievement well.
- The pupil premium is allocated effectively. For example, funding is used to extend one-to-one tutorial sessions for pupils, as well as to secure the expertise of a member of staff who specialises in teaching speaking and listening.
- The school makes good use of the additional government sports funding by promoting physical education and pupils' health and well-being. Pupils talked enthusiastically about sports clubs.
- The subjects taught are well planned and organised by all teachers. Subjects and activities offered provide interesting opportunities that develop teamwork, creative thinking and an understanding of the world. However, opportunities to enrich pupils' learning through extra-curricular activities such as school trips that link to topics being studied are insufficient.
- The school successfully ensures that spiritual, moral, social and cultural learning is part of the school's work. Pupils learn about other countries and have communicated with pupils from Spain. They learn about different religions and enjoy the diversity of the school community. Displays around the school celebrate other communities and races.
- The school works with the wider community through a 'Networked Learning Community'. It contributes to and benefits from good-practice projects. Teachers also liaise with colleagues from partnership schools. This enables the sharing of best practice and has contributed to the school's improvement.

- Safeguarding practices meet statutory requirements.
- The local authority provides extensive support for the school by carrying out reviews and by providing training and help with the allocation of staffing.
- **The governance of the school:**
  - The governing body works closely with leaders and managers to support and challenge them, so that teaching and achievement are of good quality. The Chair of the Governing Body holds the school to account and ensures that governors develop their skills through regular training. Governors have a good understanding of data and the quality of teaching. They visit the school regularly to coincide with the leadership team’s monitoring cycle, and are very proud of the school and its efforts in securing good progress for all its pupils. Governors ensure that teachers are suitably rewarded for good performance related to the quality of their teaching and pupils’ achievement. They allocate pupil premium funding in the best interests of the pupils concerned. Consequently, these pupils make good progress from their starting points.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	102127
<b>Local authority</b>	Haringey
<b>Inspection number</b>	425451
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	240
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patrick Curry
<b>Executive Headteacher</b>	Will Wawn
<b>Acting Head of School</b>	David Mackie
<b>Date of previous school inspection</b>	18–19 September 2012
<b>Telephone number</b>	020 8801 5233
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