

Lavender Primary School

Inspection report

Unique reference number	102015
Local authority	Enfield
Inspection number	376656
Inspection dates	19–20 January 2012
Lead inspector	Susan Williams

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	482
Appropriate authority	The governing body
Chair	Niamh Bays
Headteacher	Matthew Kleiner-Mann
Date of previous school inspection	17–18 September 2008
School address	Lavender Road Enfield EN2 0SX
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Introduction

Inspection team

Susan Williams	Additional inspector
Liz Kissane	Additional inspector
Peter Nathan	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 21 lessons or part lessons; these included a range of curriculum lessons, phonics sessions and individual tutoring. Inspectors spent a total of 11 hours in lessons. Meetings were held with the headteacher, members of the governing body, staff, groups of pupils and a local authority representative. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at the school's monitoring and assessment records, self-evaluation documentation, improvement plans, safeguarding and attendance documents. Inspectors spoke to parents and carers and scrutinised the returns from 332 questionnaires, together with those returned from pupils and staff.

Information about the school

Lavender Primary School is a larger-than-average primary school with 482 pupils on roll. Almost half the pupils are of White British origin with a few from other White backgrounds. The proportion of pupils known to be eligible for free school meals is higher than that seen nationally. The proportion of pupils with special educational needs and/or disabilities is much higher than that found nationally. There is a small minority of pupils whose first language is not English. The proportion of pupils who join or leave the school during the school year is higher than the national figure. The school did not meet the government floor standards in 2009 but has met them for the last two years. There is a children's centre on site but this was not scheduled for inspection at this time. The school has received a number of awards including Healthy School Award, Inclusion Quality Mark and International School Award.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is a good school which has made significant improvements since the last inspection and is well placed to improve further. The headteacher and the governing body lead the school exceptionally well and are very clear about the school's priorities for improvement. They have tightly focused improvement plans in place for key areas which are rigorously monitored and actions taken are having a positive impact on improvement.
- Parents and carers are very supportive of the school; one parent summed up the views of many by saying, 'I feel very lucky that my children are pupils of Lavender Primary School. I am confident to leave them every school day, safe in the knowledge that they will be well taught and well cared for.'
- Achievement is good for all pupils. The school intervenes at an early stage to support pupils who are in danger of falling behind and its action to close any gaps in the achievement of different groups is proving successful. The progress of disabled pupils and those with special educational needs is good and parents and carers praised the school for the support provided for these children. Phonics development (the sounds that letters make) and early reading are a strength of the school; this has supported improved achievement in the Early Years Foundation Stage and Key Stage 1.
- Teaching is good because of teachers' strong subject knowledge and their excellent relationships with pupils. Matching work to all learners' needs, opportunities for pupils to discuss their work and for teachers to develop questioning and a range of different activities are weaker aspects in some lessons.
- Leaders have been highly effective in developing an atmosphere of mutual respect and cooperation between pupils so that pupils feel safe and behaviour is excellent. Pupils behave well in lessons, assemblies, moving around the school and playing together sensibly in the playground. They are very

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supportive of each other in lessons.

What does the school need to do to improve further?

- To increase the proportion of outstanding teaching by summer 2013 by ensuring that all teachers:
 - make full use of effective pair and group work in lessons
 - provide a range of activities to engage pupils in learning in lessons
 - make effective use of questioning
 - plan work that is always closely matched to the full range of learners' needs, ensuring challenge for all pupils.

Main report

Achievement of pupils

Pupils' achievement is good overall. Work in lessons, in books and the school's information on pupils' progress confirms that pupils are making good progress and there is little difference in the achievement of different groups. The progress of disabled pupils and those with special educational needs is good. They receive good support in lessons which supports their good achievement. Regular data checking by the school ensures that pupils at risk of falling behind are identified early and additional support is put in place to ensure these pupils achieve well. Additional support in class and in individual one-to-one sessions observed on the inspection supported pupils' good achievement. Pupils who join the school other than at the start of the academic year are given personalised sessions to help them catch up and to ensure their good achievement.

Children enter the Early Years Foundation Stage with skills below those expected for their age. They make good progress to be around expected levels on entry to Key Stage 1. In lessons observed, it was clear that the development of phonics and early reading in the Early Years Foundation Stage and Key Stage 1 are a strength of the school. It is well linked to developing writing; this was evident with pupils in Year 1 where the quick pace and range of activities excited the children enabling them to learn well. Examples of pupils using phonic strategies effectively were observed across the school, such as in a Year 3 poetry lesson where pupils were able to check and correct their spellings.

Pupils make good progress from their below-average starting points. An overwhelming majority of parents and carers think that their children are making good progress in school; inspectors agreed. Attainment at Key Stage 1 has risen over the last three years and is usually above average for all subjects. Following the strong rise in attainment at the end of Key Stage 2 in 2010, attainment fell slightly in 2011 to be broadly average for all subjects, in English and in mathematics. Attainment in reading is broadly average by the time pupils leave school.

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Quality of teaching

Teachers have high expectations of pupils in lessons and pupils enjoy their learning. Teachers mark work regularly, mostly providing good guidance on how pupils might improve their work. There are some opportunities for pupils to have written conversations with teachers about their work which pupils say they find helpful. Assessment is accurate and teachers plan lessons well. Pupils enjoy their lessons and talk enthusiastically about their learning.

In the classroom, teachers have productive partnerships with teaching assistants who make a considerable contribution to the quality of learning, particularly for disabled pupils and those with special educational needs. For example, in a Year 4 lesson, a teacher and teaching assistant modelled paired work to show how to develop dialogue which helped pairs of children to present amusing dialogue enthusiastically.

Phonics teaching was particularly strong with outstanding lessons seen, such as in a Year 2 lesson where learnt phonic knowledge was applied in a dictated sentence which the children then checked. Sometimes, teaching is less effective when introductions to lessons are too long and pupils do not have opportunities to consolidate their learning through discussion or activities, or when follow-up work is not sufficiently tailored to the needs of pupils of different abilities. The quality of questioning is variable and teachers do not always use it sufficiently to involve all children to challenge and support their thinking.

Teaching has a strong impact on pupils' spiritual, moral, social and cultural development with opportunities in the planned curriculum to learn about artists and different cultures as well as a range of curriculum subjects. Pupils' behaviour contributes to their good learning even in the few lessons where teaching is only satisfactory. The vast majority of parents and carers thought their child was taught well at school and inspectors agreed, finding teaching good overall.

Behaviour and safety of pupils

The school's values of care, responsibility, honesty and respect permeate everything the school does. This is summed up in words from the school song, "Respect yourself and one another. Show that you care, care for each other. Take responsibility and be the best that you can be." Pupils say the work the school has done on values has led to much-improved behaviour and far fewer incidents of bullying.

Inspection evidence indicates that pupils' behaviour in lessons and around the school is exemplary. Pupils were well behaved and considerate in lessons, supporting each other's learning. Routines were very well established and expectations regarding behaviour from teachers high. Pupils are extremely courteous and polite around the school. Their behaviour in the playground is outstanding with pupils playing together sensibly. Pupils confirmed this was always the case. In both the Key Stage 1 and 2

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playgrounds, pupils stopped immediately when the whistle was blown and lined up quietly, displaying excellent behaviour and the consistent application of school routines.

A very small minority of parents and carers felt that their child's lessons were disrupted by bad behaviour and that bullying was not dealt with effectively. Scrutiny of the school's records confirms that pupils' behaviour is of a consistently high standard over time and exclusions have reduced significantly over the last three years. Inspection evidence showed that the school follows up the very rare incidents of bullying well and pupils who have been involved in such incidents are supported successfully so problems do not reoccur.

Pupils say they feel safe at all times in school. They understand well how to keep themselves safe, for example they talk confidently about e-safety and how to protect themselves at home and at school when using computers. They assess and manage risks well, behaving sensibly and safely in lessons and around the school. The overwhelming majority of parents and carers thought their child felt safe in school, and inspectors agreed.

There is a highly positive ethos in the school. Reward systems such as achievement assembly encourage good behaviour, positive attitudes and the celebration of achievement, promoting pupils' self-esteem and confidence. Pupils receiving certificates were very proud and the other pupils enjoyed listening to the reasons pupils were being rewarded. A teacher was also rewarded for her friendship to others and the pupils enjoyed hearing the reasons for this. Attendance has improved significantly and pupils are punctual to school and to their lessons. Regular opportunities for reflection support pupils' spiritual development.

Leadership and management

The headteacher has an ambitious vision for the improvement of the school and has led the school well since the last inspection. High standards and expectations of everyone means a climate has been developed where teachers support each other very well and constantly strive to improve their practice. The governing body works very closely with the leadership team setting strategic priorities and challenging the school's performance highly effectively. As one parent said, "I think this is a wonderful school and I am delighted with it." Self-evaluation is accurate with the school correctly identifying priorities for improvement and having excellent school improvement plans for these areas. Safeguarding arrangements are of high priority in the school and all procedures fully meet statutory requirements.

The school has worked highly successfully on a structure to develop future leadership capacity and succession planning with middle leaders. Phase leaders work extremely closely with senior staff on leading their areas and on priorities for development. The school was able to show clear impact of performance management in supporting teachers to improve their teaching from both satisfactory to good and good to outstanding. The school has extremely strong capacity to continue to improve.

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The school has developed a wide range of partnerships to support and extend their practice through links with other local schools. The school is also developing its practice with local secondary schools; for example an English project with a local secondary school is successfully helping to improve pupils' use of grammar.

The curriculum is good and covers a breadth of subject areas while ensuring reading, writing and mathematics are given priority. The school offers a wide range of sporting opportunities and was justifiably very proud of their girls' football team reaching the national championships last year. There are a wide range of trips and visitors which enrich the curriculum; for example Year 4, 5 and 6 all go on a residential. The curriculum promotes pupils' spiritual, moral, social and cultural development outstandingly well. The work done on values has made a significant contribution to this area. The school is a harmonious community and pupils have strong social skills and a good understanding of different cultures. They play and work together sensibly, learning to be good citizens. Leaders and managers at all levels promote equality of opportunity. The school tracks and monitors the progress of different groups effectively so all make similar progress and no group falls behind, ensuring all achieve well.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



23 January 2012

Dear Pupils

Inspection of Lavender Primary School, Enfield EN2 0SX

Thank you for making us welcome when we visited your school. We enjoyed talking to you and finding out about your school. A special thank you to those of you who met with us; you were very helpful.

Your school is giving you a good standard of education. Here are some of the highlights from our report.

- The values are very strong throughout the school.
- Your behaviour is excellent and many of you told us of how safe you feel in school.
- You work hard in lessons and achieve well.
- Teaching is good.
- Strategies for learning to read are very well developed.
- Your headteacher, senior staff and the governing body lead the school very well.

These are the things we have asked the school to do to make it even better.

- To make even more teaching outstanding by giving you opportunities to discuss your work together in lessons, ensure work challenges you, teachers question you well and you have lots of activities in lessons so you learn at a fast pace.

All of you can help your teachers by continuing to behave well and working hard in school.

With very best wishes for the future.

Yours sincerely

Susan Williams
Lead inspector

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