

South Haringay Junior School

Inspection report

Unique Reference Number	102110
Local Authority	Haringey
Inspection number	355128
Inspection dates	13–14 July 2011
Reporting inspector	David Wynford Jones

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair	Jonathan Vellapah
Headteacher	Lindsay Shaw
Date of previous school inspection	2 October 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors attended a music presentation and the dress rehearsal for the Year 6 production and visited eight lessons, observing eight teachers. They held meetings with members of the governing body, staff and groups of pupils. They scrutinised a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan. Inspectors analysed 68 questionnaires completed by parents and carers, together with those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well teachers use assessment information to plan lessons to meet the needs of pupils of different ability.
- Whether pupils understand their targets and how to achieve them.
- The contribution that middle leaders make to the development of the school. Whether the strategies to improve attendance are effective.

Information about the school

South Harringay Junior School is similar in size to most of its type. Most pupils are of minority ethnic heritage. A small minority are at the early stages of learning English. A large number of different cultures and nationalities are represented within the school, the largest being Asian and Black African. The proportion of pupils known to be eligible for free school meals is considerably higher than the national average. The percentage of pupils identified as having special educational needs and/or disabilities is marginally higher than the national average. The proportion of pupils with a statement of special educational needs is well above average. More pupils than average join or leave the school at other than the usual starting and finishing times. The school holds the International School award.

Since the last inspection, there have been four headteachers. The interim headteacher assumed responsibility in September 2010. The substantive headteacher takes over the position on 1 September 2011.

The school shares the site with South Harringay Infant School and The Ladder Children's Centre. They were not 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

3

Main findings

South Harringay Junior School provides a satisfactory education for its pupils. Following the last inspection, there have been several changes of headteacher and a lack of continuity in subject leadership. As a result, the school lost direction, pupils did not make sufficient progress and standards fell. During this academic year, under the determined leadership of the interim headteacher and based on a secure evaluation of the school's performance, the school has moved forward. Systems and structures are now in place, teaching has improved and all staff are committed to ensure pupils make accelerated progress. The level of care and many strands of pupils' personal development are good. For example, pupils' understanding of keeping themselves safe, their contribution to the community and their spiritual, moral, social and cultural development. Pupils from a wide range of different nationalities get on well together and reflect the school's philosophy of developing and promoting good relationships and including others. Pupils' behaviour is good and at times exemplary. Attendance has improved and is now average. Parents and carers are pleased with the changes. One wrote, 'We are welcomed and encouraged to be involved in the school and our child's education. There is strong leadership and a clear vision for where the school needs to go.' Others made similar comments.

Overall, pupils' achievement is satisfactory. Pupils' attainment by the end of Year 6 is broadly average. The outcomes in reading are more consistent and slightly higher than those in writing and mathematics. In both English and in mathematics, there are areas for development to accelerate progress and to lift attainment to a higher level. These include ensuring greater consistency in the quality of teaching and in the use of assessment information to raise expectations.

Within the overall profile of satisfactory teaching, there are examples of good practice. In the better lessons, the work is carefully matched to the pupils' needs and abilities, lessons proceed at a quick pace and pupils are fully involved in their learning. Where teaching is not as effective, some pupils are not challenged enough and teachers do not use questioning strategies effectively to consolidate and extend pupils' learning. In most classes, there are examples of informative marking but this is not consistent. Some pupils do not know what they have to do to reach their literacy and numeracy targets. The curriculum satisfactorily meets pupils' academic needs and supports their personal development effectively. The strengths in the curriculum are in music, art and the good range of extra-curricular activities.

The governing body is supportive and has managed the difficult period in the school's leadership thoughtfully. Members of the governing body have explored options to take the school forward and have successfully worked with the interim headteacher to bring about improvements. Middle managers and subject leaders are developing their roles satisfactorily. However, they have yet to fully contribute to the leadership of the school by

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consolidating their skills in analysing assessment data and in evaluating the impact of teaching on pupils' learning. Nevertheless, the quality of self evaluation is sound. For example, the school development plan, although still in draft, clearly identifies the correct priorities and provides clear direction for school improvement. Given the improved systems and structures in place impacting positively on the quality of provision and pupil outcomes, the school's capacity to improve is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and accelerate pupils' progress in writing and mathematics throughout the school by:
 - making more effective use of assessment information to raise expectations and to set work that challenges all groups of pupils
 - ensuring questioning strategies are used more effectively to consolidate and extend pupils' learning
 - ensuring that all pupils know and understand their targets and the next steps for improvement.
- Enhance the effectiveness of middle managers and subject leaders by:
 - reviewing their roles and increasing their responsibility for promoting school improvement
 - improving their skills in analysing and using assessment information and in evaluating the impact of teaching on pupils' learning.

Outcomes for individuals and groups of pupils

3

The attainment of most pupils on entry to Year 3 is below average. Pupils across the school have responded well to the challenges to accelerate their progress and raise attainment. In lessons that capture their interest, they work hard and with sustained concentration. Their speaking, listening and reading skills are developing well. The development of their writing and mathematical skills is satisfactory. For example, in a Year 6 mathematics lesson, pupils responded well to a range of questions and used mathematical terminology appropriately. They listened carefully as they discussed and shared ideas which involved moving shapes into different quadrants. They used positive and negative coordinates confidently. In a Year 3 class, pupils worked together enthusiastically to write sentences linking key words from the story of the Hare and the Tortoise. Most succeeded in undertaking the task, but there were errors in the spelling of common words and in basic punctuation. Some pupils' use of vocabulary was limited.

There are slight variations in attainment and progress between boys and girls. Girls tend to do better than the boys in writing. The converse applies in mathematics, with the Turkish girls tending to do less well than others. There are some minor differences between groups from different minority ethnic backgrounds but there is no particular pattern over time. Pupils with special educational needs and/or disabilities and those who speak English as an additional language make progress similar to that of their peers. They

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generally respond well to additional support provided in lessons and are engaged in their learning. Pupils joining the school at other than the usual starting times are integrated well and make satisfactory progress.

Pupils enjoy school and the opportunities to work together. A Year 6 pupil said, 'We are all excited about going to our new school but we are all sad about leaving here. None of us want to leave.' Pupils say they feel safe and demonstrate a good awareness of safety issues, including e-safety. Pupils want to take responsibility and undertake voluntary tasks. Their contribution to the school as members of the school council is excellent. Others willingly undertake responsibilities around the school. Pupils have yet to demonstrate the same level of commitment to activities beyond the school. The vast majority of pupils have a good understanding of right and wrong. Their ability to reflect on others' feelings is developing well. Pupils' knowledge of cultures other than their own is good. This contributes significantly to the harmonious relationships within the school. Although most pupils understand the importance of healthy living, many have yet to adopt the practice of healthy eating and undertaking regular exercise. Pupils' broadly average attainment in English and mathematics and the strengths in their personal development ensure that they have a sound basis for the next stage in their education and later life.

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	3
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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
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

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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How effective is the provision?

In most lessons, teachers identify the purpose of the lesson and there is a reasonable balance between the contributions of teachers and pupils. Teachers have secure subject knowledge and use the interactive whiteboard appropriately to support the lesson. However, in some lessons, teachers do not expect enough of some pupils. This is because they have not used assessment information well enough to plan work that challenges groups of different abilities. Teaching assistants provide valuable support but at times, particularly at the start and the end of lessons, they do not consistently get involved with pupils' learning or take the opportunity to assess and record pupils' contributions. Marking is undertaken regularly and effective use is made of praise. Whilst there are some good examples of developmental comments, especially in English, this is not consistent and comments are not followed up as a matter of routine. Some teachers are more skilled than others at making sure that pupils reflect on the success of their learning at the end of the lessons.

Provision for literacy and numeracy is satisfactory and adequately matched to pupils' needs. Opportunities to consolidate, refine and extend pupils' basic skills in literacy and numeracy in other lessons have not been fully exploited. Information and communication technology is used appropriately to support pupils' learning. Other subjects are mainly taught separately. Some cross-curricular links are made when pupils study different topics or themes. This helps pupils to understand the relevance of their learning. Pupils are increasingly being asked to find out information for themselves, but this is not embedded throughout the school. Art displays reflect good quality work, particularly by the after-school art club. Music features strongly in the work of the school, especially in Year 4, when all pupils are given the opportunity to learn to play the guitar or the violin. Satisfactory links and partnerships with other schools and organisations, coupled with a good range of extra-curricular activities, including visits and visitors, support pupils' personal development effectively.

Systems and structures to offer support and guidance to pupils are well embedded in the work of the school. Relationships between staff and pupils are good. Pupils know they can turn to staff if they have any concerns and any issues will be followed up. Pupils are encouraged to become independent, respect each other and to take responsibility. Transition arrangements to secondary school are good but links with the on-site infant school are still in the relatively early stages of development. Attendance is carefully monitored and analysed. Any unexplained absence is followed up promptly. The breakfast club provides pupils with a calm start to the school day and fosters good links with parents and carers.

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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 senior leadership team and middle leaders, based on their accurate evaluation of the school's strengths and weaknesses, provide satisfactory drive for its development. There is a shared understanding of the next steps to take the school forward. Staff work together well, they are supportive of the interim headteacher and are committed to continuing to improve provision and outcomes for the pupils under the leadership of the new headteacher. Procedures for undertaking assessments have been reviewed and a new computerised system introduced. Senior leaders undertake a detailed analysis of the assessment information. This information is used effectively to challenge staff on the progress the pupils make. However, middle and subject leaders have not fully developed their respective roles in using assessment data or in promoting consistently good teaching. Parents and carers are increasingly involved in the life of the school. Good links with parents and carers have contributed to improved attendance and are helping to accelerate pupils' progress.

The governing body ensures that the school's safeguarding and child protection procedures meet all statutory requirements. Equality of opportunities is monitored adequately and any suggestion of discrimination investigated. The school is working to ensure that there is no difference in performance between groups of pupils. Gaps are closing but differences between boys and girls have yet to be eliminated. The school makes a good contribution to promoting community cohesion. Members of the governing body reflect the diverse local community. They ensure that the many different cultures represented within the school are celebrated and valued. Local organisations are encouraged to use the school facilities. Links with schools in France, Sweden and Turkey contributed to the school gaining the International School Award. However, the school has yet to formalise links with a contrasting area within the United Kingdom.

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

Views of parents and carers

The proportion of questionnaires returned by parents and carers was lower than in most junior schools. The vast majority of parents and carers who responded to the questionnaire are entirely supportive of the school. Nearly all stated that their children enjoy school and are kept safe. A few parents and carers commented that their children are not making sufficient progress or that the school does not fully meet the needs of their children and does not take sufficient account of parents' and carers' suggestions. A few respondents also felt that the school does not do enough to promote healthy living. Inspectors judged that overall, pupils make satisfactory progress but there are some variations between groups. Senior leaders welcome parental and carer involvement and are keen to listen to their suggestions. The understanding of healthy living is promoted appropriately within the school but pupils have yet to adopt good practice.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at South Harringay Junior 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 68 completed questionnaires by the end of the on-site inspection. In total, there are 213 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	63	23	34	1	1	1	1
The school keeps my child safe	35	51	32	47	0	0	1	1
My school informs me about my child's progress	30	44	35	51	3	4	0	0
My child is making enough progress at this school	17	25	41	60	7	10	1	1
The teaching is good at this school	26	38	39	57	1	1	0	0
The school helps me to support my child's learning	30	44	31	46	5	7	0	0
The school helps my child to have a healthy lifestyle	23	34	37	54	8	12	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)	17	25	42	62	4	6	0	0
The school meets my child's particular needs	29	43	30	44	9	12	0	0
The school deals effectively with unacceptable behaviour	29	43	37	54	0	0	1	1
The school takes account of my suggestions and concerns	23	34	36	53	6	9	0	0
The school is led and managed effectively	26	38	34	50	4	6	1	1
Overall, I am happy with my child's experience at this school	38	56	28	41	2	3	0	0

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 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



15 July 2011

Dear Pupils

Inspection of South Harringay Junior School, London N4 1BD.

Thank you for making us so welcome when we visited your school. We enjoyed our visit and talking to you. The musical presentation by the Year 4 pupils and some of the Year 5 and Year 6 pupils was very enjoyable. You have worked very hard to play the guitars and violins so confidently. It was a pity we could not stay for the Year 6 end of term production; the rehearsals seemed to be going very well. You told us that you enjoy school and want to learn. Well done on improving your attendance; it is now the same as the national average. We were pleased to see that your behaviour in class and around the school is good. At times, for example during the Year 6 dress rehearsal, it was excellent. You were polite when you spoke to the inspectors. We found that you have a good understanding of how to keep yourselves safe. You show respect for each other and you make a good contribution to the community. Your school council makes an excellent contribution to the school and is helping to bring about improvements. The next step is to get more involved with the local and wider community.

Overall, your school provides you with a satisfactory education. By the end of Year 6, your attainment in English and mathematics is broadly average. Your progress has accelerated recently and is satisfactory overall.

To help you do even better, we have asked the school to make sure that:

- assessment information is used more effectively by teachers to plan work to help you make quicker progress in writing and mathematics
- middle and subject leaders make a greater contribution to the leadership of the school and refine their skills in using assessment information to improve the quality of teaching and learning.

Please remember, to make your school better you must play your part by always trying your best.

Yours sincerely

David Wynford-Jones Lead inspector

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