

# South Haringgay Infant and Nursery School

Inspection report

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<b>Unique reference number</b>	102111
<b>Local authority</b>	Haringey
<b>Inspection number</b>	395502
<b>Inspection dates</b>	25–26 June 2012
<b>Lead inspector</b>	Martin Beale

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	284
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Malcolm Box
<b>Headteacher</b>	Paul Church
<b>Date of previous school inspection</b>	2–3 December 2008
<b>School address</b>	Pemberton Road London N4 1BA
<b>Telephone number</b>	020 8340 7138
<b>Fax number</b>	020 8340 7698
<b>Email address</b>	admin@shins.haringey.sch.uk

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<b>Age group</b>	3–7
<b>Inspection date(s)</b>	25–26 June 2012
<b>Inspection number</b>	395502



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## Introduction

Inspection team

Martin Beale

Additional inspector

Maria Coles

Additional inspector

Jennifer Barker

Additional inspector

This inspection was carried out with two days' notice. Over 11 hours were spent observing teaching and learning in parts of 29 lessons, taught by 13 members of staff. Inspectors held discussions with pupils about their learning and heard pupils read. They met with staff and the Chair of the Governing Body. They observed the school's work, and scrutinised pupils' books, assessment data and a range of school records. The inspection team also looked at evidence of the school's self-evaluation and improvement planning. Questionnaires returned by 125 parents and carers were analysed.

## Information about the school

Pupil numbers are rising in this infant school of above-average size. Most pupils are from minority ethnic backgrounds and over half speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of disabled pupils and those with special educational needs, supported by school action plus or with a statement of special educational needs, is above average. Their needs are mostly associated with speech, language and communication difficulties. Children in the Early Years Foundation Stage are taught in the school's Nursery and three Reception classes. The headteacher has been in post since April 2011.

The headteacher is also head of the Children's Centre on the school site, although this provision is inspected separately.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good and improving school. The headteacher, ably supported by senior colleagues, has provided a fresh vision and impetus to school improvement, building on the school’s previous success. It is not yet outstanding because teaching is not of a consistently high quality and middle leaders are not always equipped with the skills to drive forward improvements in their areas.
- Pupils make good progress throughout the school, because teaching is good in all year groups. Attainment is below average by the end of Year 2 but rising in lower year groups as more children are now entering the Nursery and the Reception classes with skills closer to those expected for their age. Attainment is higher in mathematics than in reading and writing, although this gap is closing following the introduction this year of a new scheme for teaching literacy. However, wider reading skills such as comprehension do not receive consistent and systematic attention.
- There is much effective teaching in well-organised classrooms that motivates pupils and moves their learning forward at a good pace. Pupils readily discuss their ideas with each other, although opportunities to support language development through discussion are missed at times. The brisk pace in most lessons is slower in a small minority when teachers do not make the best use of available time. The Nursery and Reception are well-resourced environments, but activities do not always engage the children’s interest.
- The pupils’ excellent behaviour and exceptionally positive attitudes to learning are possible because teachers are consistent when applying well-established routines of rewards and sanctions. Pupils respond instantly to their teachers and with the minimum of fuss so that lessons flow uninterrupted.
- The school is in a strong position to build on and sustain recent improvements. Senior leaders are sharply focused on taking action to improve teaching and are spurred on by a supportive governing body. The accurate and rigorous evaluation of staff performance is leading to precise plans for further training and development.

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

- Bring all teaching up to the quality of the best by:
  - ensuring that lesson time is always used effectively so that a brisk pace is maintained in learning
  - providing opportunities for pupils to develop more advanced reading skills
  - ensuring that opportunities for language development through discussion are consistently provided in all lessons
  - using assessment in the Early Years Foundation Stage to plan more effectively for the next steps in the children’s learning.
- Develop the monitoring and evaluation skills of middle leaders so that they can make a greater contribution to driving forward improvement in their areas.

## Main report

### Achievement of pupils

Children make good and accelerating progress in the Early Years Foundation Stage because teaching is good. In the past, their skills on entry have been much lower than expected for their age but are now rising. As a result, children’s attainment by the end of Reception has risen and is now broadly average. Better-planned use of the improved outdoor area in Reception is engaging boys much more in their learning. This has been a factor in the rapid closing of the previous gap between their attainment and that of girls.

This good start is built upon successfully across Key Stage 1. Inspection evidence confirms the strongly expressed views of parents and carers that their children make good progress. Results of Year 2 assessments have been below average but more pupils are at higher levels this year in reading and particularly in mathematics, where a small number of boys have reached levels expected of Year 6 pupils. Many children enter with limited English and make good progress in their learning and language development; however, some later arrivals are not in the school for long enough to reach expected levels by the end of Year 2. Specific programmes and effective individual support in lessons enable disabled pupils and those with special educational needs to make good progress, similar to that of others in their classes.

New skills are learnt at a good pace and consolidated well through constant reinforcement across subjects. Pupils deepen their understanding in mathematics, through applying skills to problem-solving and investigations, for example in a lesson where higher-attaining Year 2 pupils applied their multiplication and division skills to solve puzzles. Pupils also make good progress in reading, in which attainment, although below average by the end of Year 2, is rising as the new literacy scheme becomes embedded. Pupils use their understanding of letters and sounds (phonics) to read unfamiliar words, but do not always have the opportunity of putting this

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knowledge into context so they can gain meaning from what they are reading. The rehearsal of ideas, often orally before writing, is a key to the emerging success of the newly adopted literacy scheme. This is contributing to the closing gender gap in writing in Reception, although boys still lag behind girls at the end of Year 2.

### Quality of teaching

Teaching is generally good, and outstanding in some cases. The school's most effective teaching is challenging and pitched carefully at the needs of the pupils. This is particularly the case in the new literacy scheme and also in weekly sessions for gifted and talented Year 2 mathematicians. An extended writing lesson for a group of higher-attaining Year 1 and 2 pupils generated high levels of enthusiasm and supported the very strongly held views of parents and carers and their children that teaching is good. The teacher's high expectations were apparent throughout the lesson. By assessing each pupil's progress, the teacher was able to pitch questioning appropriately and tackle misconceptions as they arose. 'Talk partners' and visual aids were used well so that all pupils participated in the lesson. This is a typical feature of many of the best lessons but it is not universal, particularly when teachers miss opportunities for pupils to rehearse their ideas in discussion with each other. This lesson moved learning forward at pace, although in a very small number of lessons teachers do not make the best use of the time available and the pace of learning slows.

All adults in the Early Years Foundation Stage encourage children to be independent, work collaboratively and plan their learning. Provision is well organised and good links between the classes are bringing greater cohesion to planning. Adults skilfully move learning forward through their interventions. However, in a small minority of sessions, assessment information is not used to plan activities that grab the children's attention or meet the next stages in their learning.

Early reading skills are taught well by focusing teaching on groups of pupils of similar abilities. The most effective 'story time' sessions generate an interest in books but opportunities to develop more advanced skills, such as comprehension, are not systematic enough. Teachers use books and mysteries, such as the recent arrival of an 'alien' who took up residence in the playground, to stimulate the pupils' imaginations. They use the Olympic ideals well to promote values such as participation and teamwork.

Close links with the Children's Centre support the early identification of disabled pupils and those with special educational needs. The most effective teaching is sharply focused on their targets, although lesson planning does not always clearly specify how their learning is to be developed. Teaching assistants make a valuable contribution to their learning in lessons and when leading small group literacy sessions.

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## **Behaviour and safety of pupils**

Behaviour is excellent because pupils try their utmost to live up to their teachers' high expectations of how they should work and treat each other. Parents and carers share the views of their children that inappropriate behaviour very rarely disturbs learning. Pupils are attentive, considerate and show great respect towards adults, their teachers and each other. Pupils are very keen to do well and take great pleasure in being praised and rewarded. They also take great delight in applauding the successes of others. Children in the Nursery and Reception play safely both inside and outdoors. They learn to share, take turns and negotiate compromises when necessary. These qualities stay with them as they move through Key Stage 1. Pupils learn and play happily together, working well collaboratively on tasks. They greatly enjoy school, as is reflected in their above average and rising attendance.

Diversity is greatly valued and pupils from a wide range of cultural backgrounds get on well together. They feel safe and say that bullying is not an issue in school, a view which is reflected in questionnaire responses from parents and carers. School records show any incidents that occur are usually when friends fall out at playtime. These are quickly and amicably resolved. Pupils move safely and sensibly around the building, particularly when going to different classrooms for lessons. Careful guidance helps pupils with specific behavioural needs to manage and adapt their behaviour. Regular talks from visitors such as the police and fire service help the pupils understand how to stay safe and deal with potential dangers they might face.

## **Leadership and management**

The headteacher's high ambitions for the school and the pupils are shared by staff. They are reflected in challenging targets and a sharp focus on improving teaching. Members of staff have remained positive and cohesive throughout the changes introduced over the last year. They have become a team of reflective practitioners who are keen to improve their performance. Training opportunities meet whole-school priorities as well as the needs of each individual. The school has a good record of improvement under the new headteacher, working closely in conjunction with other senior leaders. Their actions have resulted in rising achievement across the school because of improvements in teaching, and higher attendance levels. However, not all middle leaders have sufficient skills in monitoring performance and evaluating assessment data to drive forward improvement in their areas.

Through its challenge, the governing body keeps the school focused sharply on raising achievement. Governors are knowledgeable about the school's successes and where improvements can be made. They are involved in planning the school's future and have effective systems to check that their priorities are being met. The governing body ensures that the safety of everyone in the school is of paramount importance and that safeguarding procedures are implemented scrupulously by staff.

The curriculum is kept continually under review so that it remains relevant and interesting for the pupils. Teachers constantly seek opportunities to link areas of

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learning and enrich experiences through themed activities such as 'Healthy Living Week' and partnerships such as with a local conservation area. Art, dance and singing, as well as the celebration of the festivals of different cultures, contribute considerably to promoting the pupils' spiritual, moral, social and cultural development.

The staff team works with great determination to support families who might otherwise not feel confident about engaging with school. Noticeboards by each classroom door are very informative and are in response to parental requests for more detail about what their children are studying. Parents and carers are enthusiastic and highly appreciative of recent writing workshops while activities in the 'games library' for Turkish, Kurdish and Somali parents and carers are largely mathematically based. Actions such as these reflect the school's strong commitment to promoting equality, tackling discrimination and breaking down barriers that might impede learning.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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](http://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.
Floor standards	the national minimum expectation of attainment and progression measures.
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.**



27 June 2012

Dear Pupils

### **Inspection of South Harringay Infant School, London N4 1BA**

I would like to thank you all for making the inspectors so welcome when we visited your school. We had many interesting discussions with you, including with the School Council. You were very polite and keen to tell us all about your work. Your responses gave us a clear picture of your views. We have told the headteacher what wonderful ambassadors you are for the school.

We have judged that South Harringay Infant and Nursery School is good and improving. The youngest children are given a good start to their school lives, particularly now that Reception children have such an interesting outside area. In all classes, the new reading and writing lessons are helping you to make good progress and you are taught well in mathematics. Your excellent behaviour and improving attendance show how much you respect your teachers and enjoy school. Everyone works together to help you to stay safe.

There are two key areas where we feel further improvements can be made. In order to do this, we have asked the staff to:

- improve the teaching even more so that you can all learn more rapidly
- add to the teachers' skills so they can support the headteacher more in improving the school further.

All of you can play your part in this, by continuing to work hard, attend regularly and listen carefully to your teachers.

Yours sincerely

Martin Beale  
Lead inspector

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