

# South Haringay Junior School

Mattison Road, Haringey, London, N4 1BD

## Inspection dates

29–30 November 2012

|                                |                      |              |          |
|--------------------------------|----------------------|--------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory | 3        |
|                                | This inspection:     | <b>Good</b>  | <b>2</b> |
| Achievement of pupils          |                      | Good         | 2        |
| Quality of teaching            |                      | Good         | 2        |
| Behaviour and safety of pupils |                      | Outstanding  | 1        |
| Leadership and management      |                      | Good         | 2        |

## Summary of key findings for parents and pupils

### This is a good school

- Pupils' attitudes to learning are exemplary. Pupils are clearly very proud of their school. They feel safe in school and take part fully in lessons and all other activities provided.
- Teaching is good throughout the school and outstanding practice is evident in Year 6. High expectations and stimulating activities help all pupils to learn well.
- Most pupils make good progress overall, particularly in reading and mathematics.
- The very good support provided for pupils who need extra help means that they catch up quickly with their peers and are able to make good progress.
- The headteacher, senior leaders and governing body work closely to ensure strong, effective leadership and management of the school.
- The actions taken to improve teaching through robust monitoring and the use of performance management systems have been highly successful. Previously inadequate teaching has been eliminated.
- Pupils are encouraged to take responsibilities that help them to grow as members of the community and to understand the needs of others.
- Parents and carers are very positive about the work of the school.

### It is not yet an outstanding school because

- Achievement in writing is not as good as that in reading and mathematics.
- There are not enough opportunities for pupils to practise their language skills across the full range of subjects.

## Information about this inspection

- Inspectors observed 15 lessons, of which two were joint observations with the headteacher.
- They met with members of the school’s leadership team and with members of the governing body, and talked to the local authority school improvement adviser.
- Inspectors talked to groups of pupils about their learning and their views on the school. They also looked at pupils’ work across different subjects and by each year group.
- They took into account the 18 responses to the online questionnaire (Parent View) and the further 18 responses given by teachers and teaching assistants in the staff questionnaire.
- Inspectors spoke with parents and carers in the playground to gain a wider impression of their views about the school.
- They looked at a wide range of documentation, including the school’s data on pupils’ progress by year groups, teachers’ planning and their assessment of pupils’ work, the minutes of governing body meetings, information relating to behaviour and attendance and evidence to do with safeguarding.

## Inspection team

Marion Hobbs, Lead inspector

Additional inspector

David Webster

Additional inspector

## Full report

### Information about this school

- The school is similar in size to most other primary schools.
- Most pupils are of minority ethnic heritage. In total, 30 different languages are spoken by pupils at the school.
- The proportion of pupils known to be eligible for additional support through the pupil premium government funding initiative is significantly higher than the national average.
- The proportion of disabled pupils and those with special educational needs supported at school action, school action plus or with a statement of special educational needs is higher than average.
- The school holds the International School award.
- The school does not provide any alternative provision but shares the site with South Haringey Infant School and the Ladder Children’s Centre. These were not inspected as part of this inspection.
- The school meets government floor targets which set the minimum standard for pupils’ progress and attainment.

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

- Improve pupils’ attainment and progress in writing by:
  - sharing the outstanding practice that already exists in the schoolfocusing more closely on the teaching of spelling, grammar and punctuation.

Develop pupils’ language skills further by increasing opportunities for speaking, listening and extended writing across a wide range of subjects.

## Inspection judgements

### The achievement of pupils

is good

- Pupils join the school with skill levels that are well below those normally expected at this age, especially in language development. They make good progress and this is reflected in both school data and the substantial gains made in the Key Stage 2 tests over the past two years. Attainment for both Mathematics and combined English and Mathematics for 2012 improved at rates faster than those expected nationally.
- Attainment and progress in writing is weaker than that in reading and mathematics. This is partly because pupils do not always have enough opportunities to practise their language skills, particularly pieces of extended writing, across all the subjects. The school fully understands that this is so and is working swiftly and robustly to address the issue.
- The Year 6 cohort in 2012 included a high proportion of lower- and middle-ability pupils. Of these, low ability pupils made better than expected progress in English and Mathematics and some middle ability pupils made better than expected progress in English.
- Most groups of pupils, including disabled pupils and those with special educational needs, make good progress, often exceeding rates expected nationally for such groups. They are helped by high quality support programmes for speech, language and communication which are delivered by teaching assistants in bespoke learning environments.
- Pupil premium funding is allocated effectively to enable those groups of pupils eligible for this support to make good progress in their learning. Funding has been spent on additional adult support and this is ensuring that gaps in achievement are closing.
- Progress in lessons for all groups is good, partly because of the high quality questioning teachers use. This ensures that no individual is left behind and that pupils are confident as they learn new skills.
- All pupils are helped to make good progress because of the rigorous and consistent level of marking and feedback that is evident across the school. Pupils are clear and articulate in discussing their work and how to improve it further. They welcome the opportunities they are given to develop their learning from the marking they receive through the additional activities provided by their teachers.
- Most pupils read well and talk with enthusiasm about their enjoyment of reading. The school moves quickly to provide appropriate levels of support for those pupils who need extra help with letters and sounds (phonics) when they join the school at times other than the usual starting points.
- Pupils are confident and articulate. Their experiences at the school prepare them well for the next stage of their education.

### The quality of teaching

is good

- Consistently good teaching enables pupils of all backgrounds and abilities to learn successfully, make good progress and achieve well.
- All teachers have high expectations and plan lessons that are stimulating and challenging. Tasks are tailored well to meet the needs of different groups and questioning is effective both in drawing out new learning as well as checking for understanding.
- Assessment data are used throughout the school as a means of supporting every pupil to achieve his or her best. Regular checking of data by cohorts and groups means that no pupil is left behind.
- High quality marking and feedback are embedded across the school. The rich dialogue that pupils have with their teachers about their work in exercise books clearly benefits all pupils' progress and is appreciated by parents and carers, who are keen to be involved in their children's learning.

- All teachers refer regularly to key words and subject terminology as part of their teaching, and this supports well the language needs of the high proportion of pupils for whom English is an additional language. 'Learning walls' are a feature in every classroom and pupils say how much these give them the prompts they sometimes need in order to be successful.
- The school is currently improving its provision for all groups of pupils to develop their language skills across different subjects.
- Teaching assistants are deployed effectively to support the needs of individuals and small groups. They work in classrooms alongside teachers as well as running a range of support sessions.
- Disabled pupils and those who have special educational needs benefit from regular, targeted support. Language, communication and mathematical skills are all taught effectively, ensuring that these groups of pupils make progress that is at least in line with that of their peers.
- Homework is appropriate and builds on what pupils have learned in lessons.

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

- Pupils are unfailingly well mannered, courteous and friendly to one another and to the adults who work with them, as well as to visitors. They own their high standards of behaviour in and around the school and diversity and equality of opportunity are fully recognised and shared by all.
- Pupils are enthusiastic about their learning and have highly positive attitudes to work. They listen well to each other in lessons and genuinely respect each other's opinions and views.
- All pupils feel safe at school. They understand very clearly what could become an unsafe situation and are highly aware about how to keep themselves and others safe, including in relation to e-safety.
- When asked, pupils are confident that bullying is not an issue at their school. Should any incident occur, pupils are confident that it is dealt with quickly and effectively. These views were shared in the responses given in the online questionnaire (Parent View) and in those of the staff questionnaire.
- Pupils are encouraged to take responsibility for their own and others' safety, for example as peer mediators, as members of the school council and as helpers in the adjoining infant school. Older pupils talk readily about how much they value these experiences in helping them develop as individuals as well as members of the community.
- Scrutiny of behaviour records shows that there are a few incidents relating to bullying and discrimination and that exclusion rates are very low.
- Attendance has improved significantly over time and is securely above average.

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

- The school has benefited from the strong leadership of the headteacher. Working closely with the senior leadership team and the governing body, this has resulted in good achievement for all groups of pupils along with the establishment of a positive culture and ethos that benefits all.
- The headteacher, senior leaders and governors are fully consistent in the way that they communicate high expectations and ambition to see the school improve further. Systems for managing the performance of staff are closely linked to improving outcomes for all pupils as well as meeting staff training needs. Members of the governing body work alongside teachers and leaders at all levels to monitor this.
- The local authority provides, through its school improvement adviser, strong support to the headteacher and governors to help in planning for the school's future, as well as monitoring and evaluating the impact of actions to date.
- The headteacher, senior leaders and governors work closely to set and monitor the school's development plan, a key document in driving improvement for the school. Actions within it and

the target dates for completion are reviewed regularly. This means that all staff are well supported in providing teaching and learning that supports good rates of progress for all pupils.

- Leaders and managers allocate the pupil premium funding wisely, so that the school fully supports those groups of pupils who are eligible. The daily Breakfast Club and the effective use of extra teaching assistant hours are good examples of how the funding is used .
- The curriculum offers a wide range of stimulating activities that match well most pupils' needs. The teaching of reading is a particular strength. However, there are not enough opportunities for pupils to develop their language skills, particularly writing, across a range of subjects.
- Diversity and equality of opportunity are at the heart of the school. The building and grounds provide a safe environment and a full range of experiences to support all pupils.
- **The governance of the school:**
  - Governors provide strong support and challenge to the school at all levels. They immerse themselves in the running of the school, for example by undertaking relevant training to help them in their roles, by carrying out learning walks and by visiting classes regularly to work with different groups of pupils. Committees and the full governing body meet regularly to oversee the smooth running of the school. The finance committee has been recognised by the local authority as especially strong in its work to manage the school budget. Governors make good use of local authority support, both through the work of the school improvement adviser and the training opportunities provided locally. Governors are involved in decisions about teachers' salary progression based on the impact of their teaching on pupils' achievement. They effectively manage how the pupil premium funding is spent and are aware that barriers to learning for this group of pupils are overcome through targeted support programmes.

## 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> | 102110   |
| <b>Local authority</b>         | Haringey |
| <b>Inspection number</b>       | 404807   |

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

|  |                            |
|--|----------------------------|
| <b>Type of school</b>                      | Primary                    |
| <b>School category</b>                     | Community                  |
| <b>Age range of pupils</b>                 | 7–11                       |
| <b>Gender of pupils</b>                    | Mixed                      |
| <b>Number of pupils on the school roll</b> | 211                        |
| <b>Appropriate authority</b>               | The governing body         |
| <b>Chair</b>                               | Keith Pullinger            |
| <b>Headteacher</b>                         | Ian Scotchbrook            |
| <b>Date of previous school inspection</b>  | 13–14 July 2011            |
| <b>Telephone number</b>                    | 020 8340 2757              |
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