

St Francis de Sales Roman Catholic Junior School

Church Road, Tottenham, N17 8AZ

Inspection dates

13–14 March 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement requires improvement because their progress is too slow over time.
- The progress pupils make is variable between subjects and classes because the quality of teaching is not yet consistently good across the school.
- Pupils are not always set work that is at the right level of difficulty.
- Targets and feedback on pupils' work are not always helping pupils to understand how they might improve their work and reach higher standards of attainment.
- Pupils' behaviour requires improvement. They do not always behave as well as they should outside the classroom. The school's work to advise pupils how to keep safe and secure requires improvement.
- Leadership and management require improvement. Leaders, managers and governors have not made sure teaching and pupils' achievement improve rapidly enough.
- Additional training to improve teaching does not always secure lasting improvements when staff do not all follow these new approaches or put new skills consistently into practice.
- Leaders in charge of subjects are not sufficiently involved in driving improvements to help the school improve quickly.
- Governors rely considerably on the headteacher for information about some aspects of the school's performance.

The school has the following strengths

- The school is improving. As a result of accurate self-evaluation, the headteacher has made sure development planning identifies the most appropriate priorities for action.
- Changes to the way writing is taught help pupils to make better progress and enjoy their learning.
- Greater rigour in the way the school checks pupils' progress helps it to be better informed about how well pupils are doing and clearly identify those who need additional support.
- Pupils attend school very regularly. Attendance rates are consistently higher than national averages.

Information about this inspection

- Inspectors observed teaching and learning in all year groups. They visited 26 teaching sessions, including four sessions that inspectors visited together with senior leaders.
- Inspectors held discussions with groups of pupils, staff, members of the governing body and a representative from the local authority.
- Inspectors listened to groups of pupils reading. They looked at work in pupils’ books and the school’s information showing pupils’ progress.
- They looked at a range of documents provided by the school, including assessment information, minutes of meetings of the governing body, the school’s action plans and the self-evaluation report. Inspectors also looked at records of the monitoring of teaching, and information relating to how teachers’ targets are set and professional development. The school’s website and records relating to safeguarding were also checked.
- The inspection took account of 11 responses to the Ofsted online survey (Parent View) and the school’s own analysis of a recent survey of parents’ views. Inspectors met a small number of parents informally and considered 34 responses to the staff questionnaire.

Inspection team

Madeleine Gerard, Lead inspector	Additional Inspector
Philip Littlejohn	Additional Inspector
Gill Walley	Additional Inspector

Full report

Information about this school

- St Francis de Sales Junior is larger than the average-sized primary.
- The proportion of pupils from minority ethnic backgrounds is above average. A larger proportion to the national average speaks English as an additional language. Very few of these pupils are at the earliest stages of learning English.
- The proportion of pupils who are supported through school action is above the national average. A similar proportion to the national average is supported at school action plus or with a statement of special educational needs.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for looked after children, pupils known to be eligible for free school meals and the children of service families) is above the national average. There are currently no children of service families at the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been a number of recent staff changes.
- The acting headteacher became the permanent headteacher in September 2013.
- The school is part of a federation of two schools that share the same site, the same headteacher and governing body. The other federated school was not part of this inspection.
- The breakfast and after-school clubs that use the school site are not managed by the governing body and were not included in this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better in order to accelerate pupils' progress, by making sure that:
 - work is always at the right level of difficulty
 - pupils know how they might improve their work and are consistently encouraged to respond to targets and feedback.
- Make sure pupils take greater responsibility for behaving sensibly at all times and have a wide knowledge of what to do to keep themselves safe and secure.
- Improve the effectiveness of leaders and managers, including governors, by making sure that:
 - following any training for staff, all teachers consistently put new approaches and new skills into practice
 - leaders in charge of subjects play a full part in checking and improving the quality of teaching and pupils' achievement in their areas of responsibility
 - the governing body develops its skills further to support and hold the school's leaders fully to account for the impact of its work.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.
- An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- The progress of all groups of pupils, including pupils from minority ethnic groups and pupils speaking English as an additional language, is not consistently rapid because the quality of teaching is variable. Different year groups and classes have had different experiences of teaching quality, and this is why attainment in reading, writing and mathematics is only broadly average and is not rising quickly enough.
- Progress requires improvement for the most able pupils because they are not always set hard enough work or helped to understand what they need to be able to do in order to reach the highest standards of attainment in their work.
- Disabled pupils and those who have special educational needs also make variable progress that requires improvement. They benefit from extra support from additional adults but when they are set work that is too hard the pace of their learning slows.
- Recent improvements to the way pupils develop writing skills capture pupils' interest. This encourages them to recognise and use a wide range of key features of good quality writing in their written work. Last summer's assessments at the end of Year 6 show pupils made better progress in writing.
- Similar improvements to pupils' reading and mathematics have not been as consistently introduced. The new school library and new books for pupils to read are promoting pupils' enjoyment of reading. However, pupils who find reading difficult do not make good progress when they are not encouraged to regularly practise reading.
- The progress of pupils known to be eligible for the pupil premium requires improvement because it is variable through the school and in a few classes; eligible pupils are not helped effectively to catch up with the others. This is why a review of the school's use of the pupil premium is recommended. Better progress for these pupils in Year 6 last year narrowed the gap between them and the others due to good, targeted support. In last summer's national assessments at the end of Year 6, these pupils were roughly a term behind the others in reading, half a term behind in mathematics, and they did as well as the others in writing, which was a narrower gap than that found nationally.
- Pupils appreciate the improvements to sporting activities that have been introduced using the additional sports funding. Sports coaches from a local football club make sessions fun and encourage positive attitudes to keeping physically fit and healthy so that pupils reach high standards. Recently introduced after-school clubs, including football and multi-sports, are increasing participation rates. Through additional training for school staff, the school plans to make sure the impact of the funding will be sustained.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not yet of consistently good quality over time to secure good achievement for pupils.
- The school has established an appropriate programme of training and development focused on raising the quality of teaching. However, inconsistencies remain in the standard of teaching and its impact on pupils' progress, particularly when skills and approaches introduced through training are not consistently followed.
- Improvements to the frequency and accuracy of the checks made on pupils' progress are enabling leaders to track how well pupils learn in reading, writing and mathematics. The information gathered from assessments is helping to identify more quickly those who need additional help. However, it does not always result in pupils being given work that is the right level of difficulty.
- Pupils do not make as much progress as they should particularly when work is not hard enough to help the most able pupils make faster progress, or when work is too difficult for other pupils

to tackle confidently.

- Interesting tasks, particularly in writing lessons, capture pupils' interest well. Clear instructions that help pupils know what they are going to learn and what they need to be able to do encourage pupils to conduct themselves well so that lessons run smoothly. The pace of pupils' learning is diminished when pupils who finish tasks quickly have to wait for further work to do.
- Sometimes, teachers' expectations of pupils' presentation of their work in mathematics and English are not high enough or not emphasised clearly. When this happens, the neatness of pupils' work in mathematics, the quality of their handwriting, or the accuracy of their spelling are not consistently strong.
- Pupils' work is marked regularly. However, marking and target setting do not always give pupils precise enough guidance for improvement. Some pupils respond to the teachers' comments about their work but this is not consistent across the school and limits the rate of progress made.
- Additional adults typically support teaching effectively and help disabled pupils and those who have special educational needs to keep up with the others in lessons.

The behaviour and safety of pupils

requires improvement

- The behaviour of the pupils requires improvement because pupils do not always conduct themselves well outside the classroom, for example at break time or when moving around the school. Teachers sometimes have to remind pupils about the behaviour that is expected, for example on the stairs or in the playground.
- Pupils' attitudes to learning are typically positive and they conduct themselves sensibly in the classrooms. They listen attentively and follow instructions carefully so that any low-level disruption in lessons is rare. When pupils are set to work with others they do so effectively and collaborate successfully, fostering positive relationships.
- Pupils do not always take pride in presenting their work neatly when they are not consistently expected to do so.
- The school's work to keep pupils safe and secure requires improvement. Pupils say there are sometimes instances of bullying, for example when mean comments are made or someone is deliberately left out. Pupils are confident that staff will help them should any problems occur, although they say occasionally these may not be tackled as decisively as they could be to sort them out immediately.
- Pupils do not have a very wide knowledge of what to do to keep themselves safe from harm. Through internet safety day, pupils know how to keep safe when using information and communication technology. Pupils' understanding of how to keep safe in other situations is variable between year groups. This is because pupils are not always reminded regularly enough about what they need to know in order to build up a good knowledge of how to avoid risks and keep themselves safe.
- Attendance is consistently above national averages and improving. Pupils arrive punctually in the morning because the school makes sure the whole school community knows the importance of attending school very regularly and on time.

The leadership and management

requires improvement

- Leaders and governors have not made sure that the quality of teaching has improved quickly and securely since the previous inspection.
- The school is focused on driving improvements and creating a culture where the two federation schools can work in partnership to meet their core values, improve teaching and help all pupils achieve their full potential. Pupils do not achieve well or always behave well around the school when there are inconsistencies in the rigour with which staff follow policies and emphasise high expectations.

- The school demonstrates capacity to improve further. Underperformance has been tackled. The federation is established and staff across the two schools work closely together. The school has an accurate understanding of what it does well and where further improvements are required. Key priorities for development have been identified and additional coaching, support and training for staff are appropriately selected although not all staff follow the advice given.
- Performance management and the targets set for teachers make staff increasingly accountable for pupils' progress. Information gathered from lesson observations and the checks on pupils' progress is used to set clear targets for teachers, to determine salaries and inform promotion.
- However, the pace of improvement is not always as fast as it could be to secure rapid changes. Leaders of subjects are only at the early stages of developing their roles in taking responsibility for driving improvements in teaching and pupils' learning within their areas of responsibility. Consequently, the impact of their work is yet to be seen in improved achievement and teaching quality. This is why the standard of teaching is variable and pupils do not achieve well over time.
- Improved planning in particular for writing is helping pupils to deepen their knowledge and understanding of what they need to include in their writing, helping to raise pupils' achievement. Changes to planning for mathematics and reading are more recent and have not yet secured better achievement for all pupils.
- Pupils' spiritual, moral, social and cultural development is promoted effectively, for example through assemblies, and religious and cultural celebrations. Pupils learn to play musical instruments and visit inspiring businesses in Year 6 to raise aspirations for their future careers. Taking responsibility in the school council, as house captains and as gold tie monitors, promotes teamwork and the opportunity to be involved in helping to improve the school.
- Since the start of this academic year, the local authority provides the school with increased support in order to help it to improve quickly. It makes regular visits and checks the progress the school makes against agreed targets.
- **The governance of the school:**
 - Governors have undertaken some useful professional training. This has not yet ensured they are fully conversant with pupil achievement information, making comparisons against achievement nationally and ways of challenging the school to do better. Governors visit the school to meet staff but do not do enough to check the performance of all groups of pupils. They are over-reliant on the headteacher to keep them informed about the quality of teaching, the school's performance and other aspects of the school's work. This is why a review of governance is recommended. The headteacher makes sure that governors are aware of how underperformance is being tackled. This includes the arrangements for target setting a for teachers and how these are linked to salary, promotion and raising pupils' achievement.

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

Unique reference number	102143
Local authority	Haringey
Inspection number	431630

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	350
Appropriate authority	The governing body
Chair	Urban Jacobs
Headteacher	James Lane
Date of previous school inspection	19–20 September 2012
Telephone number	020 88082923
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