

St Francis de Sales RC Infant School

Church Road, Tottenham, London, N17 8AZ

Inspection dates 4–5 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher's strong leadership has brought stability to the school and refocused all staff on improving teaching. He makes sure that teachers take full responsibility for the progress of all pupils in their classes.
- Teaching is usually good and is outstanding at times. This results in pupils making good progress across all year groups.
- Children make good progress in the Nursery and Reception classes in all areas of their learning and particularly in their writing and their English language skills.
- The school is calm and orderly. Pupils are polite and courteous to adults and each other, both in and outside lessons.
- The school provides many opportunities for pupils' spiritual, moral, social and cultural development. Teachers work successfully to establish mutually respectful relationships with all pupils.
- Pupils enjoy learning and are keen to do well. They try hard in lessons to meet expectations of their work and behaviour. Their attendance is steadily rising.
- Pupils say they feel safe in school because they know that adults will look after them if there is a problem.

It is not yet an outstanding school because

- When teachers miss pupils' misunderstandings or misconceptions they are not able to adapt their teaching accordingly.
- Not all teachers provide enough challenge for the most able pupils. This can lead to their progress slowing at times.
- Governance is improving but the governing body does not check carefully enough the school's achievement information compared to that of all schools nationally.
- Subject leadership teams do not check the quality of teaching and learning enough to bring about improvements.

Information about this inspection

- Inspectors observed 18 lessons. In each of these lessons, inspectors examined the work in pupils' books. Two lessons were seen together with the headteacher.
- Meetings were held with groups of pupils, school staff, the Chair of the Governing Body and another governor, and a representative from the local authority.
- Inspectors took account of the 15 responses to Ofsted's online parent questionnaire, Parent View, and held informal discussions with parents and carers at the start of the school day. Inspectors also took into account a survey undertaken during the inspection with 25 responses.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on the pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.
- Inspectors also took account of the 34 responses to the staff questionnaire.
- Inspectors listened to the reading of a sample of pupils in Year 2.

Inspection team

Martin Beale, Lead inspector

Additional Inspector

Sarah Conway

Additional Inspector

Janice Williams

Additional Inspector

Full report

Information about this school

- The school is larger than the majority of primary schools.
- Almost all pupils are from a wide range of minority ethnic backgrounds. The proportion who speak English as an additional language is high. Many are at the early stages of learning English.
- The school receives pupil premium funding for an above-average proportion of the pupils. This is additional government funding which, in this school, supports pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average, and falling.
- The school has experienced considerable changes amongst its senior leadership since its last inspection. The headteacher was appointed from September 2013, having held the post on an interim basis for the previous 12 months.

What does the school need to do to improve further?

- Improve teaching by ensuring that:
 - teachers in Years 1 and 2 check pupils' learning and understanding carefully in lessons so that they can adapt their teaching appropriately to help all pupils make the best progress
 - teachers set work that consistently challenges the most able pupils.
- Strengthen leadership and management by:
 - providing opportunities for subject leadership teams to check teaching and learning in classrooms and so help bring about further improvements in teaching
 - ensuring that the governing body acts speedily on the recommendations of the recent review, particularly by checking the school's achievement information carefully.

Inspection judgements

The achievement of pupils is good

- Children enter the school with skills well below those typical for their age. They make good progress in reading, writing and mathematics so that by the end of Year 2, their attainment is broadly average and rising.
- Results of Year 2 assessments have varied in recent years. They were below average in 2013 in reading, writing and mathematics. This was because few pupils were judged to have reached higher levels. The most able pupils are now making good progress, with more working at above average standards in Year 2. This improvement is largely due to the introduction of additional sessions to boost their attainment, rather than because teaching consistently challenges their thinking. School information on progress and work in books indicate that current Year 2 pupils are on track to improve on last year's results.
- The children's good progress in the Nursery and Reception is based on good teaching in a highly stimulating environment full of imaginatively planned activities. Children show great resilience by the way they persevere with the tasks teachers give them and work together well. Their progress in writing is rapid because the school has paid extra attention this year to this area of learning following some disappointing outcomes in 2013.
- Pupils make good progress in developing early reading skills. Their attainment in phonics (sounds that letters make) is rising, following below average results for Year 1 pupils in the screening check in 2013. Pupils read widely and regularly, using their skills well when they come across unfamiliar words. They enjoy books and making predictions about what might happen in the stories they read.
- The school is committed to ensuring that there is equality of opportunity for all and that there is no discrimination. As a result, disabled pupils and those with special educational needs make good progress. The early identification of their specific needs enables the school to quickly put in place suitable support and carefully check its impact.
- Pupils who speak English as an additional language make good progress in their fluency and understanding. This is because adults reinforce correct grammar and vocabulary, and because of the emphasis on talk and discussion that starts in the Nursery and Reception. There is no difference in the achievement of pupils from different ethnic backgrounds.
- The school uses the pupil premium well to support the achievement of eligible pupils through an additional teacher in the Nursery and individual and small group work. These pupils make good progress similar to that of others. They reach levels of attainment which are close to those of similar pupils nationally and only slightly behind those of their peers by the end of Year 2.

The quality of teaching is good

- Teaching is successful in helping pupils to learn well and make good progress over time. Pupils learn consistently well because teachers plan carefully together in year teams. Teachers make sure pupils learn new skills quickly and use them in their work so that they are securely understood. Pupils also make good gains when they discuss ideas and work together on tasks.
- Teachers have high expectations of pupils' work and behaviour. They make sure that pupils are clear about what they have to do and use their time efficiently. Pupils' speaking and listening skills are developed effectively when pupils are encouraged to answer questions in sentences and are helped to use vocabulary and grammar correctly. These qualities were observed during the inspection in a Year 2 class when pupils prepared questions to find out about Florence Nightingale. Pupils were particularly motivated by the resources the teacher gave them. They settled immediately to their work and remained engrossed for long periods.
- Good teaching in the Nursery and Reception means that most children are well prepared for Key Stage 1. Information from checks on children's learning is used carefully to plan so that the differing needs of individuals are met. Children make fast progress and deepen their

understanding when adults encourage them to discuss their ideas.

- Visits and visitors stimulate the children's imaginations. Following a recent visit to a farm, children in Reception were keen to write sentences describing accurately what they had seen. They were rightly proud of their work and could explain what they were doing and how they were learning.
- In most cases, teachers plan their lessons to make sure that all pupils are given work that challenges their learning. However, more-able pupils are not always given sufficient challenge to ensure that they are not reviewing work they already understand. As a result, though these pupils make good progress, they do not consistently make better progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are very appreciative of their teachers. They set high expectations and clear boundaries for the pupils' behaviour. These actions, combined with interesting teaching, have led to pupils developing positive attitudes to their learning.
- Pupils are very aware of the importance of conducting themselves well and treating each other kindly. They take care of the school environment and automatically clear up any mess they create. Their enjoyment of school is reflected in their above-average and rising attendance.
- The school's work to keep pupils safe and secure is good. Governors ensure that safeguarding processes are secure and rigorously implemented by staff. The close partnership with outside agencies means that children with extra needs are very well supported. Pupils fully understand the need to keep safe. Visits from the fire service teach them about dangers they might face and pupils are taught how to use computers safely. Sports staff organise lunchtime activities, although a small number say playtimes can still be too boisterous for them. This is confirmed by observations during the inspection and by school records.
- Pupils get on well together in lessons and at play. They sensibly resolve any altercations between themselves. They say that bullying is rare and any quarrels are minor and quickly sorted out. Their parents agree. This is confirmed by the school's carefully kept records.

The leadership and management are good

- The headteacher's ambition for the school is shared by staff and governors. He provides very strong direction. The whole school staff is focused on seeking ways to improve the impact of teaching on the pupils' learning. He has put in place a new leadership structure to help fulfil this aim and give clarity to roles and responsibilities, including appointments at senior level for next term.
- Subject teams are becoming more effective in driving developments in their areas. They check books and progress information to evaluate the pupils' achievement. However, they do not observe pupils' learning in lessons sufficiently to gain first-hand information about where improvements in teaching are needed.
- Teachers have clear targets that require pupils to make at least good progress in their classes. Pay enhancement is only awarded if targets are met. Individual training programmes support teachers, including working with staff from a local outstanding school.
- Close local authority engagement has supported the headteacher well in identifying what was needed to improve the school, particularly the quality of teaching. Termly meetings help the school improve quickly by questioning the headteacher in great detail about the school's performance. This and working with the local outstanding school has led to improved teaching and greater accuracy in checks on children's progress in the Nursery and Reception classes.
- The school has established a close working relationship with parents. Many say how they feel very closely involved in supporting their children's learning. Parents of children in the Nursery and Reception regularly discuss their children's progress and development with teachers.
- The focus on English and mathematics is ensuring that pupils make good progress in both

subjects. Regular educational visits and visiting authors and illustrators stimulate the pupils' curiosity and broaden their experiences. The headteacher recognises that history and geography are slightly squeezed for teaching time and has plans for improving this next term.

- Pupils learn about other cultures through celebrating religious festivals and during 'International Week', where families work together on homework projects. Visitors run workshops on Caribbean and Indian dancing as well as African drumming. Pupils learn about major figures, such as Rosa Parks, and their influence on human rights.
- New funding is used well to enhance the already extensive sporting opportunities for the pupils. Engaging a sports coach through this funding is enabling teachers to extend their expertise. As a result, pupils' participation in sporting activities has increased.
- **The governance of the school:**
 - The governing body is becoming more effective in fulfilling its responsibilities. Governors have wisely commissioned a review of their effectiveness. They have not had time to respond to its central message and become more involved in evaluating the school's academic performance, planning for its improvement and checking progress towards targets set. The expertise within the governing body is increasing through regular training, including in understanding the implications of information about pupils' achievement. This has enabled them to ask pertinent questions such as what is the school doing to increase the proportion of pupils reaching higher levels or to improve attainment in phonics. They know what action the headteacher is taking to improve teaching and ensure that pay progression is closely linked to classroom performance. Governors keep a careful check on finance and monitor closely the impact of additional funding on the achievement of pupils it supports.

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	102149
Local authority	Haringey
Inspection number	443762

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–7
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	18 January 2010
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