

# Rokesly Infant School

Hermiston Avenue, London, N8 8NH

**Inspection dates** 4–5 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Good leadership and management are ensuring that the right areas for whole school development are being identified and the school is improving.
- Leaders, managers and governors are having a good impact on improving teaching and the pupils' achievement.
- Pupils behave well and are polite and keen to learn.
- Members of staff are supportive and caring. They enable pupils to feel and stay safe.
- Spiritual, moral, social and cultural development are promoted strongly. Pupils have good opportunities to learn about British values and the many cultures represented in the school's community.
- Teaching is good because teachers and teaching assistants form good relationships with the pupils and share their good subject knowledge and skills with them.
- Pupils make good progress from their differing starting points and achievement is good. Pupils do especially well in learning to read.
- Children make a good start to their education in the early years. They settle into school quickly, achieve well and become confident learners.

### It is not yet an outstanding school because

- Occasionally, teachers do not adapt work soon enough when pupils, especially the most able, are ready for something new or more difficult. When this happens, pupils are not always fully involved and attentive and this impacts their learning.
- Checks on pupils' progress by leaders, including middle leaders, are not sufficiently rigorous to identify and address underperformance as soon as it occurs.

## Information about this inspection

- The inspection team observed teaching and learning in 20 lessons, six of which were carried out jointly with members of the senior leadership team.
- Meetings were held with leaders, teachers, pupils, members of the governing body and a representative of the local authority.
- The inspection team took into account the 160 responses to the online survey (Parent View), a letter from a parent, and held informal discussions with a number of parents.
- The inspectors considered the views expressed in the responses to the Ofsted questionnaire from 35 members of staff.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents and checks on the quality of teaching. Inspectors also looked at the school development plan, and records relating to behaviour, attendance and safeguarding procedures.

## Inspection team

Alison Cartlidge, Lead inspector	Additional inspector
Peter Lacey-Hastings	Additional inspector
Milan Stevanovic	Additional inspector

## Full report

### Information about this school

- Rokesly Infant School is larger than the average-sized infant school.
- There is a part-time Nursery and three full-time Reception classes in the early years provision.
- Pupils come from a wide range of heritages, with the majority from White British backgrounds, other White backgrounds or mixed parentage.
- The proportion of pupils who are learning to speak English as an additional language is well above average. A wide range of home languages are spoken, with the main ones being Turkish, Bengali, Polish and Urdu.
- The proportion of pupils for whom the school receives the pupil premium is below average. This is additional funding for disadvantaged pupils known to be eligible for free school meals and children who are looked after.
- The proportion of disabled pupils and those who have special educational needs is below average.
- There have been several changes in teaching staff over the last two years and the headteacher joined the school in September 2013.
- The children's centre sharing the site is managed by the same governing body but is inspected separately.

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

- Improve teaching, pupils' progress and behaviour by:
  - making sure that teachers adapt work when pupils, especially the most able, are ready to move on to something new or more difficult
  - ensuring pupils are more involved and engaged in their learning.
- Increase the rigour in the way that leaders, including the middle leaders, check pupils' progress so that underperformance is identified and tackled swiftly.

## Inspection judgements

### The leadership and management are good

- The headteacher and senior leaders provide strong leadership for teaching and give other members of staff a clear direction for the future of the school. Self-evaluation is accurate and the school's strengths and areas for development are shared and clearly understood by all.
- Leaders provide a climate in which good teaching and behaviour can flourish because they provide a nurturing and caring environment that supports learning effectively and fosters good relations.
- Leaders ensure that teaching is being developed and continues to improve. There are clear targets set for individual members of staff and training is provided to help them in their roles and responsibilities.
- Middle leaders are developing their roles well and are respected members of staff. They know what the school's areas for development should be and are taking effective action to improve provision and progress in the areas they manage. A wealth of information is available to show how well the pupils are achieving. However, this is not checked often enough to make sure that any dips in progress are tackled as soon as they arise.
- Finances are spent wisely, including the additional money allocated for the development of sport. Teachers have been provided with extra training and new resources have been purchased. As a result, pupils have increased their levels of skill in physical education. For example, in a gymnastics lesson in Year 1, pupils demonstrated a good range of ways of travelling and balancing on the climbing equipment.
- The school provides equal opportunities and ensures that discrimination of any kind is actively discouraged. The special funding to support disadvantaged pupils is having a positive impact on their social and academic development. Gaps in the attainment of these pupils in comparison to others at the school and nationally are closing swiftly.
- The school's safeguarding arrangements meet requirements. Leaders are vigilant in checking that all staff are fully trained in safety matters and are suitable for working with young children. Members of staff carry out careful risk assessments to help minimise accidents.
- Provision for the pupils' spiritual, moral, social and cultural development is strong. Pupils learn about British values such as tolerance and respect, and this is evident in their considerate behaviour. Pupils have good opportunities to learn about democracy through the school council. These activities help to prepare pupils well for life in modern Britain. The pupils are proud of the part they played in planning new lunch menus and in designing the climbing equipment in the playground.
- The curriculum provides a wealth of interesting additional activities and has a clear emphasis on developing literacy and numeracy. Pupils have good opportunities to take part in visits to widen their knowledge. For example, the Reception classes learned about African art during a recent visit to the British museum.
- The local authority provides effective support for the school. Representatives have worked with leaders to check up on provision and to help set the agenda for whole-school development. There are close links with other schools in the local area and pupils are involved in various local events such as festivals and singing to the elderly.
- Parents are very supportive of the work of the school. They typically make comments such as 'I'm really pleased' and, 'They are good at respecting cultures and backgrounds'. The school provides parents with good information to support their children's learning at home.
- **The governance of the school:**
  - Governance is good. Governors are knowledgeable about the school. They ask probing questions of the other leaders and provide a strong level of support and challenge. Governors have a clear understanding of the quality of teaching and what the school is doing to manage teachers' performance. For example, they know what the school does to help improve less strong aspects of teaching or to reward good teaching. Governors are clear about the pupils' achievement and how it compares with that in other schools nationally. They have a good understanding of the positive way that the funding specifically for disadvantaged pupils is improving attainment and progress.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. They are keen to learn, try hard and persevere in most lessons. They cooperate well with each other. Pupils are eager to share their views and opinions and know that they need to consider the feelings of others.

- Pupils enjoy coming to school and do so regularly. They behave well in class and around the school. They are polite and respond quickly to instructions. Pupils understand the school rules and know that they should have 'kind hands, feet and words'.
- Parents are very positive about behaviour at the school, and pupils agree that behaviour is mostly good. Pupils from differing backgrounds play together sensibly and are quick to help one another with their work in class. Pupils appreciate the success of others by celebrating with them.
- Occasionally, pupils become quietly inattentive when they are not fully involved in an activity or are ready to move on to something new. When this happens their learning slows.

### Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils feel safe and know how to stay safe. They say that any form of bullying or unkindness is rare and when it occurs they are confident that teachers will deal with it straight away.
- Pupils understand the school safety rules and know why they are important. They know that there are different types of bullying and understand the importance of e-safety.
- Pupils take care of each other at playtime and understand the need for safety routines such as fire drills.

### The quality of teaching

is good

- Teachers mostly provide work that is matched well to the pupils' needs so that they can learn quickly. Occasionally, teachers do not adapt work soon enough when pupils, especially the most able, are ready for something new or more difficult. When this happens, pupils are not always fully involved and attentive so that they can learn quickly.
- Teachers share their good subject knowledge well, including in literacy, reading and mathematics. Teachers are dedicated and hardworking and lessons are carefully planned with a clear structure to support learning. For example, when learning about the new sound 'ou', children in the Reception year first learned how to read and say the words before using them in their writing. Teaching assistants provide effective help for the various groups they support. They ask questions that enable pupils to talk through their tasks, make rapid progress and to gain confidence.
- The whole-school focus on developing teachers' marking is especially effective in literacy and pupils gain a good awareness of what they need to do next to improve. Pupils are involved effectively in checking on how well they are doing. For example, they understand that they need to respond to the 'green pen' and complete their corrections in mathematics without further prompting from the teacher.
- Teachers and teaching assistants manage behaviour well because they lead by example and have good relationships with the pupils. For example, pupils in Year 1 knew that they were expected to listen carefully when they were learning how to write instructions about how to care for plants.
- Various resources are used well to support learning. For example, in mathematics in Year 2, pupils used pretend cakes to help them understand about fractions of whole numbers.
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### The achievement of pupils

is good

- Attainment is above average overall by the end of Year 2, although it is higher in reading than in writing and mathematics. Attainment in the current Year 2, is on track to be higher than in previous years.
- Pupils make good progress from their starting points. In reading, pupils develop a love for books and read fluently with obvious enjoyment and understanding. Pupils learn about the sounds that letters make and know how to use this information to help them when they cannot read a new word. They do not always remember to apply these skills when confronted with pretend words, expecting them to be real and to make sense. This had a negative impact on the results of the phonics screening check last year, and is not representative of pupils' good development in reading.
- Writing has been a successful whole-school focus over the past year and pupils write copiously across the curriculum. In mathematics, pupils make good progress in learning mathematical skills and are developing an awareness of how to apply what they have learned.
- The most able pupils make good progress, although occasionally they are not extended fully so that they can deepen their understanding.
- Disabled pupils and those who have special educational needs make good progress because they are supported well in most lessons.

- Pupils who are learning to speak English as an additional language make good progress, especially in speaking and reading.
- The gaps in attainment between disadvantaged pupils and other pupils at the school and nationally are closing in reading, writing and mathematics. Most of these pupils are making at least as much, if not more, progress than other pupils in the school.

### The early years provision

is good

- Most children are working within the levels typical for their age when they join the early years, although they are below these levels in literacy.
- Children, including those who have special educational needs, make good progress and achieve well. Attainment and progress in writing and personal development have improved significantly this year. There are clear activities in the classrooms and outdoor area to encourage children to read and write. For example, children in the Nursery made lists of the baby clothes they were washing and Reception children wrote sentences about the 'minibeasts' they had seen during a recent visit to the wildlife area.
- Attainment is higher than last year, and most children in the current Reception year are now working at the levels typical for their age in all areas of learning, including in literacy. Children are prepared well for joining Year 1.
- Teaching is good because members of staff work together well to provide interesting activities indoors and outside. Most activities are purposeful and support learning well. Adults are particularly good at demonstrating how children could work in the role-play areas and, as a result, children extend their learning. For example, children knew that a garden centre manager needed to check the stock and that builders needed wet cement to join bricks together.
- Teachers and teaching assistants promote purposeful discussion helping children, including those who are learning to speak English as an additional language, to develop their speech and understanding. In one activity, children were encouraged to comment on changes in the speed of a ball as it went down a slope with and without added water.
- Children behave well and feel safe. They have good attitudes towards learning and play together sensibly. They demonstrate respect for each other's needs and feelings and share resources fairly. In most lessons, children observe the rules of 'really good looking, listening and thinking'. Occasionally, children become slightly restless when they have been working at an activity for too long and are ready for something new.
- Children know how to take care of themselves and appreciate that they need to be aware of risks in their activities. For example, children know that they can climb on the tyre stack, but need to be careful when jumping back down.
- Leadership and management are good. Leaders are good role models. This ensures that teaching and learning continue to improve. Leadership has been particularly effective this year in developing the children's writing. The curriculum includes good opportunities for children to learn about other cultures. For example, children appreciated a range of multi-cultural songs in a music lesson.

## 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>	102107
<b>Local authority</b>	Haringey
<b>Inspection number</b>	448230

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>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	318
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alice Yeo
<b>Headteacher</b>	Grant Bright
<b>Date of previous school inspection</b>	23–24 June 2010
<b>Telephone number</b>	020 8340 7687
<b>Fax number</b>	020 8340 8056
<b>Email address</b>	admin@rokesly-inf.haringey.sch.uk



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