

# St Francis de Sales RC Junior School

Church Road, Tottenham, London N17 8AZ

<b>Inspection dates</b>	21–22 June 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Under the inspirational leadership of the headteacher, this school is going from strength to strength. He has embedded a culture of high aspiration for all within a caring faith ethos.
- Leaders, teachers and governors form an effective team. They ensure that teaching is good and improving by analysing the impact of their work carefully.
- Leadership at all levels is highly effective because roles are clearly defined and leaders receive support to develop their leadership skills.
- Pupils develop ambition through meeting those who have achieved notable success such as poets, scientists, politicians and artists.
- Pupils work hard and make good progress because they are encouraged to aim high and develop positive attitudes. A high proportion of pupils make good or better progress during their time in the school.
- Governance has improved since the last inspection. Governors support the school well and are highly motivated to improve it further.
- Behaviour has improved significantly and is outstanding. Pupils look after each other and unkindness is not tolerated.
- Pupils’ personal development and welfare is outstanding. Pupils learn how to keep themselves safe, to live a healthy lifestyle and become mature, confident learners.
- The school’s safeguarding procedures are effective. Those with additional needs are well looked after and make good progress.
- The school’s work to develop pupils’ spiritual, moral, social and cultural development is woven throughout the school day, enriching the curriculum.

### It is not yet an outstanding school because

- Pupils’ work in foundation subjects such as science and humanities is not as strong as that in English and mathematics.
- The gap in outcomes between disadvantaged pupils and others in the school is not securely closed.
- The most able are not consistently challenged to make accelerated progress.

## Full report

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

- Raise teachers' expectations of what pupils can achieve in subjects other than English and mathematics so that work produced in all subjects is of the same high quality.
- Ensure that teaching, learning and assessment is of a consistently high standard so that
  - disadvantaged pupils in all year groups catch up with their peers in the school
  - the most able in all classes make accelerated gains in their learning.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- The headteacher has a very visible presence in the school and provides an excellent role model for both pupils and staff. He is relentless in his drive to develop ambition in all pupils and raise standards. Ably supported by his two deputies, the headteacher has embedded a culture of high expectations and high quality provision.
- Senior leaders work very well together to raise standards and ensure consistency across the school. They make accurate judgments about the quality of teaching and learning. As a result, they provide precise feedback to teachers on how to improve their work which sharpens practice further.
- Middle leaders are highly competent. They work as an efficient team and have a key role in checking the effectiveness of teaching and learning in the area for which they are responsible. They know exactly what they want to improve and how they are going to achieve their aims.
- The curriculum is broad and balanced. Pupils learn about a wide range of topics which support their spiritual, moral, social and cultural understanding very well. For example, they learn about the different cultures of South American countries as part of a topic centred on the Olympics. Pupils study different aspects of the culture they are focusing on: food, modes of dress, money, animals and language. Pupils develop spiritual understanding through learning about attributes such as forgiveness, the writing of prayers and attendance at assemblies.
- Leaders ensure that pupils are very well prepared for life in modern Britain. Pupils learn about different faiths and the fundamental British values of democracy, the rule of law, respect for others and individual liberty. For example, the speaker of the House of Commons has visited the school and school councillors have been to the House of Commons. Pupils experience democracy for themselves through annual elections for school council members. Leaders organised a careers fair showcasing a variety of occupations. This provided worthwhile information to pupils and raised their aspirations further.
- Leaders make sure that all members of staff including newly qualified teachers, teaching assistants and those new to leadership are well equipped to fulfil their roles effectively. The atmosphere of aspiration which pervades the school is as strong among the staff team as it is among pupils. As a result, teaching has improved and teachers are keen to develop their skills even further.
- During the inspection, parents were eager to speak to inspectors about the positive changes they have witnessed in the school. They credit this to the strong leadership of the headteacher in bringing about improvements in behaviour, teaching and the school environment.
- Leaders ensure that additional funding to support disadvantaged pupils is spent wisely. They consider all areas of pupils' development when planning spending. In addition to resources that focus on closing the gap in achievement for these pupils, they also provide support for those with speech and language, or social and emotional, needs to ensure that their well-being is strengthened. As a result, pupils currently in the school are catching up with their classmates, and gaps are narrowing. Similarly, the PE and sport premium funding is spent well. Leaders supplement this funding to ensure that all pupils have a range of opportunities to extend their sporting activity.
- **The governance of the school**
  - Governance has improved significantly since the last inspection. Governors know the school well because they receive reports from a range of senior and middle leaders. They visit the school regularly and report back to other governors in writing on what they have seen.
  - Governors have streamlined the governing body and reorganised the committee structure so that all members are fully committed to the school and keen to secure further improvements. They have sought external views on the effectiveness of their work and pinpointed how they can support the school's drive for greater success.
  - Governors have ensured that their skills are improved through attending training and then putting into practice what they have learnt. They gather the views of staff and parents by attending parents' evenings and staff training sessions. The information they gather helps them to hold leaders to account for their work more rigorously.
- The arrangements for safeguarding are effective. Leaders make sure that all the required checks are completed prior to any member of staff starting work at the school. Governors examine the single central record of these checks as a further safeguard. Several senior staff have been trained as designated safeguarding leads so that, in the absence of the named person, there is always someone on site who has up-to-date knowledge and information when making referrals to other agencies. All members of staff receive regular training about safeguarding matters and are alert to signs of any possible concerns

around, for example, female genital mutilation or domestic violence. Records of any concerns are kept securely.

## **Quality of teaching, learning and assessment** is good

- The quality of teaching, learning and assessment is good because teachers plan effective lessons using accurate information about what pupils can do and what skills and knowledge they need to develop. Activities are creatively designed to appeal to pupils' interests, to enable them to work in different ways and to develop curiosity about their learning.
- Teachers use carefully crafted questions in developing pupils' ability to articulate ideas and deepen their understanding. For example, pupils in Year 6 were encouraged to consider why advertisers use rhetorical questions, jingles and metaphors in order to promote their products in television adverts. Pupils were able to think of examples where these tools had been used effectively in advertising campaigns. Pupils were highly motivated and joined together in singing a particular jingle that emphasised the point they were making, showing strong relationships between pupils and teacher.
- Other adults in the classroom enhance the quality of teaching and learning because they are well trained and receive high-quality information from teachers about the lessons planned. They ask focused questions and provide appropriate support so that all groups of pupils make good progress.
- Work in pupils' books shows that, over time, pupils make good progress, particularly in English and mathematics. Pupils are given clear information about what is expected of them in each lesson, and they strive to achieve this. Teachers' expectations are high in these subjects. In some classes, however, teachers' expectations are not consistently high in other subject areas. In these cases, teachers accept a lower standard of work in science and humanities than in English and mathematics.
- Teachers use well-embedded systems to provide feedback to pupils about their work and advice on how to improve it further. The impact of this feedback on pupils' progress is not consistent across all subjects, however. This is because sometimes teachers do not correct pupils' misconceptions, particularly in science and humanities.

## **Personal development, behaviour and welfare** is outstanding

### **Personal development and welfare**

- The school's work to promote pupil's personal development and welfare is outstanding. Pupils' welfare is at the heart of the school's work. A rich variety of opportunities to develop self-belief and confidence inspire pupils to succeed. These include visits from a wide range of high-profile personalities from the world of literature, art, science and public service. Pupils told inspectors that visits from famous people who have succeeded in their chosen career motivate them to achieve for themselves.
- Leaders plan activities which develop pupils' ability to recognise risk and keep themselves safe. For example, they organise workshops to teach pupils about the influence of gangs and how to protect themselves from becoming drawn into this culture.
- Parents and pupils say that bullying is extremely rare and inspectors agree. Any emerging patterns of inappropriate behaviour are dealt with very quickly and effectively by members of staff. Pupils are clear that all staff can help if they have any worries, not just leaders.
- Pupils are encouraged to develop healthy lifestyles by eating fruit and using salad bars at lunchtime, enjoyable physical activities at breaktimes, visits from Olympic athletes and after-school sports clubs.

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils are respectful and courteous at all times. They demonstrate this through excellent manners and high levels of attendance. They wear their uniform with pride.
- In lessons, outdoors and when moving around the school pupils are considerate of each other, adults and visitors. They demonstrate sensitivity in supporting those who need extra help, whether this is in their learning or, for example, their mobility.
- Pupils' attitudes to learning are very positive. They believe that they can achieve great things if they work hard and apply themselves well to their work. For example, Year 4 pupils told inspectors about their visits to universities and how the school is inspiring them to be ambitious. One pupil said, 'Children from Tottenham don't often go to university but we will.' Pupils show high levels of self-awareness in admitting when they could try a bit harder, as one pupil told an inspector in relation to a piece of his work, 'I could up my game a bit.' Low-level disruption is extremely rare because pupils are eager to learn.

- Overall attendance is above average. Leaders worked effectively with families to address a rise in persistent absence last year. These pupils now attend well and persistent absence has decreased significantly.

## Outcomes for pupils

are good

- Pupils enter the school from the federated infant school. They make the transition smoothly because they are familiar with the leaders, routines, expectations and environment of the junior school. As a result, their progress does not stall, and they make good progress from their first weeks and months in Year 3.
- Although they joined the school at levels significantly below average, the proportion of pupils reaching expected levels in reading, writing and mathematics at the end of Year 6 in 2015 was broadly average. This represents good progress as a result of effective teaching.
- Disadvantaged pupils in Year 6 in 2015 made good progress, especially in writing and mathematics. Disadvantaged pupils in this school made similar progress to all pupils nationally in these subjects. In reading, the proportion who made similar progress to other pupils was only just below the national figure.
- The gap in achievement between those who are disadvantaged and others currently in the school is narrowing, particularly in Years 4 and 6. In Year 5, the gap in reading and writing is narrowing, but that in mathematics has been more difficult to tackle. Leaders are well aware of this and strategies are in place to address this issue.
- Pupils who have special educational needs or disability make good progress because leaders make sure that they have the help they need in order to do so. Pupils receive extra help either individually or in small groups to help them catch up in areas where they are falling behind. Leaders use accurate assessments to check that this group work is effective. Adults who deliver these sessions are well trained and supported by leaders so that pupils make good progress.
- The most able pupils are often challenged to extend and deepen their thinking, and therefore make good progress. However, in a few classes this practice is not as consistent as in others. Occasionally, the most able find work too easy or there is insufficient work planned to maintain their learning throughout the lesson.
- The high standard of work produced in English and mathematics is not consistently repeated across all other subject areas. Teachers' expectations are sometimes not as high in science or humanities subjects, and they accept work that is of a lower standard than they would accept in English or mathematics.

## School details

<b>Unique reference number</b>	102143
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10009166

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

<b>Type of school</b>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	352
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Urban Jacobs
<b>Headteacher</b>	James Lane
<b>Telephone number</b>	020 8808 2923
<b>Website</b>	<a href="http://www.sfds.haringey.sch.uk">www.sfds.haringey.sch.uk</a>
<b>Email address</b>	<a href="mailto:admin.junior@sfds.haringey.sch.uk">admin.junior@sfds.haringey.sch.uk</a>
<b>Date of previous inspection</b>	13–14 March 2014

## Information about this school

- St Francis de Sales RC Junior School is federated with the associated infant school. The two schools share a governing body and a headteacher. Leaders work across both schools, which operate on the same site. The infant school is inspected separately. The schools share a strong faith ethos based on the principles of the Roman Catholic church.
- This school is larger than the average primary school. There are three classes in each year group.
- The proportion of pupils who come from minority ethnic backgrounds is very high, with the largest groups being those from Black African, Black Caribbean or Any Other White backgrounds. Around three quarters of the pupils speak English as an additional language.
- The proportion of pupils who are disadvantaged is above the national average. The proportion who have special educational needs or disability is broadly average.
- Pupils who join the school tend to stay on roll throughout their primary education. Only a few join the school later than would usually be expected.
- The school meets the government's floor standards, which set the minimum expectations for pupils' outcomes in reading, writing and mathematics by the end of Year 6.
- Leaders from this school have provided support to several other Roman Catholic primary schools in relation to improving the quality of teaching and learning.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- Inspectors observed teaching and learning in 22 visits to lessons, many of these observations were carried out alongside senior leaders. They also made short visits to small groups receiving additional help with their mathematics.
- Inspectors looked at books while in lessons and also carried out a detailed scrutiny of books from a sample of pupils in all classes. They spoke to pupils about their work and experiences at school.
- Meetings were held with a group of governors, the headteacher, senior and middle leaders, teaching assistants and other members of staff. The lead inspector met with a representative of the local authority and held a telephone conversation with a diocesan representative.
- Inspectors met more formally with groups of pupils to hear them read, discuss their work and gather their views about the school. Pupils were observed on the playground and as they moved around the school. An inspector attended an assembly.
- A wide range of documentation was scrutinised including that relating to school improvement, safeguarding, the quality of teaching, learning and assessment and information about pupils' outcomes.
- Inspectors considered the views of parents by speaking to them at the start and end of the school day, and by taking into account the 10 responses to the online survey, Parent View. They also considered 35 responses to the staff survey.

## Inspection team

Gaynor Roberts, lead inspector

David Lloyd

Elizabeth Hayward

Her Majesty's Inspector

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