



St Gildas' RC Junior School

Inspection Report

Unique Reference Number 102151
LEA Haringey LEA
Inspection number 276663
Inspection dates 15 June 2006 to 16 June 2006
Reporting inspector Tusha Chakraborti AI

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

Type of school	Junior	School address	Oakington Way
School category	Voluntary aided		London
Age range of pupils	7 to 11		N8 9EP
Gender of pupils	Mixed	Telephone number	02083481902
Number on roll	213	Fax number	02083407805
Appropriate authority	The governing body	Chair of governors	Mr Andrew M Dickson
Date of previous inspection	2 October 2000	Headteacher	Mrs Irene Rincon

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average size junior school, on the borders of Haringey and Islington. It serves a socially and ethnically diverse area that extends beyond the immediate surroundings. Pupils come from many ethnic backgrounds. A high proportion of pupils speak English as an additional language but very few are at the early stages of learning English. The percentage of pupils with learning difficulties is much higher than average. Eligibility for free school meals is well above average. Attainment on admission to Year 3 varies from year to year. Overall, it is average; attainment in English is generally higher than that in mathematics.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspection findings confirm the school's view that it is good. The school has many strengths and provides good value for money.

A key feature of the school is its strong commitment to equality of opportunity. This is reflected in its excellent provision for the care and guidance of its pupils and their outstanding personal development. Teaching and learning are good and, coupled with an imaginative and stimulating curriculum enables pupils to improve their performance. Pupils of all backgrounds and abilities, including those who are most vulnerable, achieve well. Standards in Year 6 are very high in English and mathematics. This is not the case in science where standards are slightly above average. However, indications are that they are rising as a result of good teaching. Attendance is good.

Leadership and management are good and the commitment to improving pupils' personal and academic performance is very strong. The headteacher provides a very clear educational direction and she is highly regarded by staff, parents and pupils. The school evaluates its performance accurately. The school has improved well since its last inspection and has a good capacity to improve further.

What the school should do to improve further

* Raise standards further in science so that they are in line with English and mathematics.

Achievement and standards

Grade: 2

Pupils achieve well because teachers analyse their performance thoroughly and subsequently provide focused guidance, in partnership with support staff.

Standards in Year 6 are very high in English and mathematics. Standards are particularly high in English where the results have been significantly above average consistently over the past five years. Results in mathematics improved markedly in the 2005 national tests and were significantly above average. Pupils achieve so well in these subjects because the school provides additional time for teaching them through homework club and booster classes. This is not the case in science where standards are slightly above average. However, the school has taken appropriate steps to raise standards further in science. Pupils achieve well in information and communication technology and use their computer skills effectively to support their learning in other subjects. High achieving pupils are challenged well in English and mathematics and are therefore exceeding the set targets in these subjects.

There is very good support for pupils whose first language is not English and for pupils with learning difficulties and disabilities. As a result, these pupils achieve as well as their peers. There is no significant difference in achievement between different groups of pupils.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. They thoroughly enjoy all aspects of school life, are very enthusiastic about their learning and want to achieve well. Consequently, their behaviour is commendable. They also show exemplary attitudes to each other and their teachers. Attendance is above average.

Pupils' spiritual, moral, social and cultural development is excellent. This is underpinned by the Christian ethos that permeates all aspects of school life. The lunchtime drop-in centre provides a friendship club for pupils who have difficulty making and sustaining friendships, and a whole school 'buddy' scheme ensures that all pupils are cared for and well-supported by their peers. Pupils develop very good community awareness through fundraising work for national and international charities and visits from members of the local community. The School Council helps to organise many events and provides a 'voice' for all pupils to contribute their views.

Pupils have an excellent understanding of the importance of staying healthy and safe. The good range of sporting activities further reinforces their understanding of healthy lifestyle. The school provides an environment in which every child can flourish, developing their personal and social skills very effectively and preparing them well for their future lives.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Very good relationships and high expectations promote pupils' good attitudes to learning and reflect their determination to achieve well. Teachers use a range of learning styles and motivate pupils to do well. They use questioning very effectively to ensure that pupils understand what they are expected to learn. Teachers make very good use of information and communication technology (ICT), specifically interactive whiteboards, to enable all pupils to participate fully in lessons. Homework is used well to extend pupils' learning at school. In a very small minority of lessons, teachers do not challenge more able pupils sufficiently and sometimes they spend too long on a particular activity, such as whole class discussion.

Assessment data is well used to inform teaching and identify any trends and issues, especially in English and mathematics. Marking of pupils' work is consistently good. Pupils are provided with detailed feedback on their work, guiding them effectively to improve further.

Curriculum and other activities

Grade: 1

The school provides a rich, stimulating and broad thematic curriculum. Pupils research the culture and traditions of the Aztecs, explore African art, and are motivated and

inspired to learn through excellently planned and resourced cross-curricular topics. Pupils' artwork is of high quality and this is evident on walls and in displays throughout the school. This work is accompanied by imaginative and informative extended writing, which illustrates the way in which literacy is used to support and extend learning across the curriculum. Every pupil has the opportunity to learn Italian. The school is imaginative in linking the curriculum to different events, for example, World Book day this year was given a history focus.

The school offers an extensive range of educational visits and extra-curricular activities and pupils speak enthusiastically about the opportunities provided for them in and out of school. Very good provision is made for guidance about drugs awareness.

Care, guidance and support

Grade: 1

Very positive relationships across the school coupled with the high priority placed on treating each child as an individual ensure that care, guidance and support of all pupils are outstanding. The school is welcoming and has a harmonious atmosphere. Pupils express confidence that they have an adult to talk with should they feel the need to discuss personal matters. All health and safety issues are addressed and risk assessments are in place. The school does its best to overcome the significant limitations and difficulties of the school site and accommodation in its provision for the curriculum and other activities.

Child protection procedures are well established and are fully understood by all school staff and the governors. Effective record keeping ensures that the needs of all pupils are met and monitored very effectively. The school works very well with parents, volunteers, learning mentors and a variety of external agencies to support all children including those most at risk.

Leadership and management

Grade: 2

Leadership and management are good with some outstanding features. The school is effectively focused on raising standards and is supported very well by a strong Christian ethos. The key to the school's success is the way that the parents, governors and staff work as a team. The Head teacher has a very clear vision and is supported very well by staff who are themselves good role models, inspiring motivating and influencing other staff and pupils. This is a truly inclusive school in which the learning support team, together with outside agencies, work in harmony to maximise the progress and achievement of pupils from all backgrounds.

The school's evaluation of its performance is accurate. There is a rigorous approach to monitoring and the outcomes provide the priorities for the school's improvement plan. Intervention strategies have successfully lifted achievement in English and mathematics and, these need to be applied to science. Performance management targets and continuing professional development are appropriately linked to the school's improvement plan.

The governors have a very good working relationship with the school and offer challenge, advice and support. The school has a good capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

My colleagues and I would like to thank you for the wonderful welcome you gave us when we visited your school. It was a great pleasure to hear from you that you really enjoy coming to school and regard the school very highly. We are pleased to tell you that you are right to do so because we think that St Gildas' RC Junior is a good school and provides you with a good quality education. You have excellent opportunities to develop your skills in all subjects as you have such a creative and innovative curriculum. You receive good teaching and support and guidance from your teachers and other staff. We were very impressed to see that you rise to the challenging work set by your teachers with great interest and enthusiasm.

Consequently, you achieve high standards in English and mathematics. We know that your headteacher and all other staff really do a very good job in organising the school's work to help you to achieve so well. We were also very impressed by your attitudes to the school, your good behaviour and your willingness to concentrate on your work and join in. We were pleased to see that you understand the importance of staying safe and healthy very well and take part in the wide range of physical activities to maintain a healthy lifestyle.

It was good to see that your school is always seeking ways for further improvement. The headteacher and staff have now decided to put greater emphasis on raising standards further in science to match the high standards that you achieve in English and mathematics. We agree with this. We are confident that you will continue to work hard and will carry on achieving very well in all areas of the curriculum. With every good wish for the future.

Yours sincerely,

Tusha Chakraborti

Lead Inspector