

# Rokesly Junior School

## Inspection report

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<b>Unique Reference Number</b>	102106
<b>Local Authority</b>	Haringey
<b>Inspection number</b>	286275
<b>Inspection dates</b>	4–5 July 2007
<b>Reporting inspector</b>	Carmen Rodney HMI

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	333
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Nigel Leskin
<b>Headteacher</b>	Ms Bola Soneye-Thomas
<b>Date of previous school inspection</b>	4 June 2001
<b>School address</b>	Rokesly Avenue London N8 8NH
<b>Telephone number</b>	020 8348 0290
<b>Fax number</b>	020 8342 8410

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## Introduction

This co-ordinated inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

The school is situated in one of the most prosperous areas of Haringey but draws its pupils from a wide range of social and economic backgrounds. Of its pupils, less than 60% are from a diverse range of minority ethnic groups. Less than one-third of the pupils, which is well above average, speak a second language other than English; just under one-fifth are eligible for free schools meals and 20 % have a learning difficulty or disability including 10 pupils with a statement of special educational needs. The school runs an extended service for parents and pupils and has enjoyed Healthy School status since 2004. The pupil population is stable but mobility is relatively high in Years 5 and 6. The headteacher was appointed to the substantive post in January 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Rokesly School has improved significantly since the last inspection and it is now a good and developing school that provides its pupils with a good quality of education. The majority of the pupils are happy and look forward to school each day. Pupils consider the school a good place as the staff are 'friendly, treat everyone equally and give help when they are stuck with the work'. The message about the positive learning environment and improvement in pupils' progress comes across strongly from the response to the parents' questionnaire. The comment of one parent, 'the school is going from strength to strength...' typifies the mostly constructive remarks about the diversity of the school, their children's achievement and enjoyment of school. A small minority of parents are less sure about some aspects of the school's work but rightly acknowledge that the new headteacher is listening to their comments and taking appropriate steps to deal with issues around behaviour, staffing and raising standards further.

The headteacher has astutely evaluated the strengths and areas for improvement of the school and has started to make substantial changes in a number of areas. The senior managers, too, like the parents agree that the headteacher has 'revolutionised the way we do things'. As a result, managers at all levels are working towards her vision for the future and know what is expected of them to drive improvement. The excellent leadership and management of the headteacher, ably supported by the deputy, underpin the school's recent improvements. They complement each other and give a very good steer on all areas of the school's work. They are leading a committed senior team and staff through demanding changes. They act decisively, for example, to improve teaching and deal with issues around equality and when identifying clear priorities for improvement. The headteacher has increased teachers' participation in the process of change by welcoming new ideas. As a result, there is ownership of the planned changes and most staff are working hard to put them into practice. The school knows what it must do to get even better and therefore has good capacity to improve further.

Pupils' progress is now good with some of the more able pupils making excellent progress. There is a clear year-on-year improvement in the national test results in Year 6. In 2006, pupils reached average standards in the tests and this year, they have risen again. The 2007 unvalidated results exceeded the targets in English, mathematics and science and are now above average. Pupils' good achievement is a very secure basis for future learning.

Pupils are now making better progress because the school has set challenging targets. Progress reviews are used rigorously to focus on what teachers need to do to ensure that all pupils achieve their targets. The quality of teaching is good overall, and the renewed culture of achievement, though embryonic, is certain. Most classes experience good teaching but a few lessons are affected by poor preparation and low-level disruption caused by the slow pace. Some parents are concerned that unsatisfactory teaching and behaviour affect their children's progress. The school recognises that there is still more to do as inconsistencies remain. There are very good transition arrangements with the infants and secondary schools to ensure continuity. There is increased accountability and the school's good tracking systems are used robustly to spot underachievement and apply relevant support. For example, role models and specialised programmes are used to help pupils of Caribbean descent; more able pupils are being extended via links with the universities of Middlesex and Brunel and pupils with learning difficulties or disability (LDD) have various catch-up programmes.

A good and innovative curriculum has been developed and is a contributory factor to pupils making good progress. Some very positive features of the curriculum include the emphasis on creativity, links across subjects, the provision for promoting independent learning and spotting and developing pupils' artistic flair. Sensible steps have been taken to improve the use of information and communication technology (ICT), an area identified at the last inspection. However, more work and resources are needed to ensure that it is used well as a teaching aid. Pupils' personal development and well-being are good. The majority behave well, display maturity and enjoy taking responsibility.

### **What the school should do to improve further**

- Ensure that ICT is fully developed as an integral part of the curriculum
- Ensure that the quality of teaching is consistently good or better and reflects the needs of all pupils
- Ensure that all staff maintain the high expectations of standard of behaviour and work

## **Achievement and standards**

### **Grade: 2**

Pupils' rates of progress have improved significantly over the last three years. In 2006, the improvement in results, in national tests at the end of Year 6, placed the school in top 15% of all schools nationally for achievement. Pupils enter the school with broadly average levels of attainment and the school builds well on this to help most of them make good or better progress as they move through the school. However, although all pupils make some progress throughout the school, the rate varies for most groups of pupils. The school's assessment data and national test results show that while most pupils make reasonably good progress including the most able and those with learning difficulties, those who are looked after and those who speak a language other than English, those of African and Caribbean descent tend to make slower progress. The senior team has used the progress reviews to identify trends and factors affecting achievement and taken appropriate steps to tackle underachievement.

In 2006, standards were average with a much higher proportion of pupils reaching the highest level in English and mathematics than in previous years. Pupils made the most progress in mathematics, reflecting the school's focus on the subject. The unconfirmed 2007 results are significantly higher than the previous year's and confirm the comprehensive tracking data on pupils' progress over time and that currently, standards are generally above average.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral and social development is good overall. Attitudes and behaviour are generally good, with outstanding features in observing healthy lifestyles. This is as a result of suitable steps taken by the new headteacher to improve behaviour. For example, careful deployment of lunchtime supervisors and the training of older pupils as junior sports leaders and trainers have led to pupils using the lunch hour constructively. One of the strengths of the school is the very good relationships that exist between pupils from cultural heritages. Pupils work well together in lessons; demonstrate good moral values in relation to each other's heritage and discriminatory incidents are rare. Pupils feel safe and enjoy school. They are confident about talking to teachers about any problems they encounter and know that they will be sorted out. They spoke enthusiastically about the wide range of oversubscribed, extra-curricular activities which enhance their learning. Pupils' personal qualities and self-esteem are well

developed through their work as trained mentors and ambassadors for the school. By taking on responsibilities on the school council they are able to influence decisions on promoting healthy eating and improving facilities. Attendance is satisfactory and improving. Recently introduced strategies to counteract unauthorised absences, such as taking holidays in term time, are proving effective. Pupils are well prepared for their future learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Overall, teaching is good. Most staff enjoy warm and genuine relationships with pupils who are enthusiastic about learning. In most lessons pupils behave well and they are familiar with and adhere to the school rules. Where teaching is good, teachers capture pupils' attention well and engage them through using a wide repertoire of skills such as effective questioning and the modelling of clarity of language that increase pupils thinking in outstanding lessons, pupils of all abilities are stretched and make rapid progress. Generally, support staff relate well to pupils to enhance learning through their interactions but there are inconsistencies. Pupils make good progress due to the good teaching but there is inconsistency in matching work to the needs of the vulnerable groups and the more able pupils through feedback on progress during lessons in order to enhance their learning by giving pupils more guidance on how they can improve. Occasionally, lessons do not have enough pace and are, consequently uninspiring with some pupils being easily distracted.

### **Curriculum and other activities**

#### **Grade: 2**

The quality of the curriculum is good and improving. The weaknesses identified at the last inspection have been dealt with, apart from ICT where further developments are planned. The National Strategies are used well for the teaching of literacy and mathematics. The recently reviewed curriculum includes plans for progression, developing basic skills and continuity to enhance the inclusive nature of the school. Links across the curriculum is in the early stage of development but are evident in the high quality and multicultural displays across the school. Family learning is popular and encourages effective links between the parents and the school. The planned international links to schools overseas is aimed at fostering pupils' development, along with regular educational visits such as the annual residential to Pendarren for Year 6. The physical education curriculum is noteworthy for its breadth and success. Pupils have excelled in sports such as athletics, cricket and football. This enhances the pupils' love of sport and is a great advantage for their well-being.

### **Care, guidance and support**

#### **Grade: 2**

The quality of care, guidance and support is good overall. Partnership with the local authority ensures that good procedures are in place to ratify the records of all staff who work in the school. Good procedures are used to support pupils with a learning need or disability as well as those requiring medical care during the school day or while away on trips. Since the last inspection, there has been some reduction in the number of pupils withdrawn from lessons for support. However, in lessons, planning does not always reflect the needs of these pupils as

there is still a reliance on withdrawing them from class. The school has yet to develop a definitive policy on the approach it intends to take.

The school now has rigorous assessment procedures to identify underachievement and set targets for improvement. As a result, there is greater rigour in using data to support learning. Assessment targets are however not explicitly shared with pupils.

## **Leadership and management**

### **Grade: 2**

The headteacher is a very good leader whose insight into the school's strengths and weaknesses has inspired staff, governors, parents and volunteers to reflect on practice and embrace changes that will benefit all pupils. Complacency has become a thing of the past. The headteacher has re-defined roles and responsibilities and with the governors' support, reviewed and changed the management structure.

Senior managers are committed to the vision of developing an inclusive school that provides excellence for all. There is increased monitoring and sharing of good practice that involves governors and senior managers working on a range of fronts to improve the development of others and through this the performance of pupils. Reforms have been carefully thought out and performance management is increasingly linked to the use of assessment data and strategies to evaluate the impact of current practice. The excellent partnerships with the adjoining infants and other institutions contribute to pupils' good progress and effectively draw parents into the school through the parents' association, weekly surgery and extended provision.

The governors are very well informed and bring a good range of expertise and backgrounds to the board. Governors know and understand the strengths and weaknesses of the school, they make sure that appropriate systems are in place and fulfil their statutory duties well.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

18 July 2007

Dear Pupils

Inspection of Rokesly Junior School, London, N8 8NH

Thank you for the warm and courteous welcome to your school. We enjoyed the way in which you approached us spontaneously to share your ideas and opinions with us. Thank you.

You are right about enjoying your time at Rokesly School. We agree with your parents that you are happy, safe and look forward to school where there are so many children from different cultural backgrounds. Your parents feel that you will always remember the multi-cultural life of your school and we agree with them. Your work on artists from around the world, passion for singing and performing in assembly and participation in a wide range of musical activities show that you really do enjoy all that the school offers you. All of these activities are helping to shape you to become confident learners ready for the next stage of your education. You are rightly proud of knowing that Rokesly is a good school.

Most of your lessons are good and exciting as you are expected to think for your self and develop your ideas. This is helping you to make good progress and achieve better results each year. This is because most of you attend often and are interested in your work.

You recognise that you are well cared for and you all feel safe in school. Most of you behave very well and are keen to support each other and take on responsibilities as representatives for your class or school.

Your new headteacher is determined that you will all achieve excellent results and we agree with her that Rokesly could become even better. She is working hard with the deputy and other senior staff who all know what the school needs to do to improve more. You, your parents and the school agree with us that not all lessons were exciting and engaging. We have asked your school to give you the best teaching all of the time and to improve the use of ICT and work more on your behaviour so that you can all reach a high standard. We are confident that you can work with your teachers to achieve this.

We wish you every success at Rokesly.

Carmen Rodney HMILead inspector