



# St Francis de Sales RC Junior School

## Inspection Report

**Unique Reference Number** 102143  
**Local Authority** Haringey  
**Inspection number** 295320  
**Inspection dates** 31 January –1 February 2007  
**Reporting inspector** Ian Wilson

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

<b>Type of school</b>	Junior	<b>School address</b>	Church Road
<b>School category</b>	Voluntary aided		Tottenham
<b>Age range of pupils</b>	7–11		London N17 8AZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0208 808 2923
<b>Number on roll (school)</b>	347	<b>Fax number</b>	0208 801 7438
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ms C Davis
		<b>Headteacher</b>	Mr H McBride
<b>Date of previous school inspection</b>	25 January 2006		

<b>Age group</b> 7–11	<b>Inspection dates</b> 31 January –1 February 2007	<b>Inspection number</b> 295320
--------------------------	--	------------------------------------

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

The school was found to be inadequate when it was last inspected a year ago. A 'Notice to Improve' under Section 13(3) of the Education Act 2005 was given because 'it is performing significantly less well than in all the circumstances it could reasonably be expected to perform'. The local authority (LA) has been supporting the school intensively to help it to improve.

The school is larger than average in size and it serves a diverse and disadvantaged area. The percentage of pupils from minority ethnic backgrounds is very high and the proportion of pupils with learning difficulties is above average. Most pupils join the school from the neighbouring infant school.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 3**

St Francis de Sales Junior School provides a satisfactory standard of education and in accordance with Section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. The school has a satisfactory capacity to improve because it has made clear progress in addressing the concerns raised in the last inspection.

The leadership of the school has improved and is now firmly focused on improving the quality of teaching and learning and the standards attained by pupils. The roles of senior staff have developed and they are working enthusiastically to secure continued improvement, an example being the increase in investigational work in science. Teaching has improved and is mostly satisfactory. However, some lessons still do not have sufficient pace and challenge and the best practice is not sufficiently consistent throughout the school. The revised curriculum is helping to make learning more interesting for pupils. The school is now monitoring its performance effectively, for example, there is now a system for monitoring pupils' progress and then using the information to provide support where it is needed. These improvements, though still embryonic, are enabling pupils to make satisfactory progress. Although pupils are not yet reaching the levels expected, standards are rising and overall achievement is satisfactory.

The school has consistently maintained its very strong Catholic ethos, in which relationships and the behaviour of pupils are very good. This ethos contributes very well to pupils' social, moral and spiritual development and the curriculum provides effectively for their cultural development. Pupils are happy, enjoy learning and are well looked after by the school. They develop confidence as they move through the school and are ready to move on to the next stage of their lives.

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

- Raise standards further by making good use of targets which pinpoint what pupils need to learn next and so contribute to more rapid progress.
- Improve the quality of teaching by ensuring that all lessons have sufficient pace and challenge and that current best practice is more widespread.

## **Achievement and standards**

### **Grade: 3**

For pupils currently in the school, achievement, including that of ethnic minority groups, is satisfactory. Changes made by leadership and management were in their early stages at the time of last year's national tests. They had not been in place long enough to compensate for the legacy of underachievement. As a consequence, results at the end of the year in mathematics and science were below average. However, the rate of progress is improving for all groups of pupils. Whilst overall standards are below average, the attainment of current Year 6 pupils is much closer to the expected level

for pupils of their age than has been the case. This has been achieved through a combination of better teaching, a more interesting curriculum, more rigorous monitoring and better targeting of support. The impact of these strategies is evident now across the school, particularly in the work done last term. Improvement in science has taken place due to the wider opportunities pupils have for investigational work. Progress in mathematics has improved because new lesson plans have been introduced and there is better teaching of problem solving skills. In English, pupils' competence in reading is growing aided by well focused support. Many of these strategies are embryonic but leadership have appropriate systems to ensure they are maintained. Pupils with learning difficulties make good progress through a combination of support in class and, where needed, help in improving basic skills.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils are friendly and polite, and relationships are good. They enjoy their lessons and this is reflected in their above average attendance. They are well aware of how to keep safe. They respond very well to training by the Suzy Lamplugh Trust in learning ways of looking after themselves outside school. Pupils have good knowledge about healthy lifestyles and they take a good amount of exercise during playtimes, physical education lessons and the variety of clubs held at lunchtimes and after school. Older pupils take responsibilities seriously and enjoy doing jobs around the school and working on the school council. Pupils take positive action to improve the school by raising money for games at playtimes. They also raise money for national charities such as the Catholic fund for overseas development and support events in the local community. Their spiritual, moral, social and cultural development is good. Pupils work together cooperatively and leave the school as confident well-rounded individuals with satisfactory basic skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. There is quite a high proportion of good teaching, but some teaching is unsatisfactory. Teachers have good relationships with their pupils and manage their classes effectively. They explain things well. Teaching assistants effectively support pupils who have learning difficulties or who need extra help. As a result pupils are motivated and behave and concentrate well. Lessons are planned carefully and tasks are generally appropriate, meeting the needs of different groups of pupils in each class. Sometimes the objectives for lessons are not clear enough to pupils and they spend too long on undemanding or inappropriate tasks. Good use is made of discussion between pupils to help develop their understanding, on occasions though, this is allowed to carry on for too long and time is wasted. In

the best lessons, teachers frequently remind pupils of the objectives of the lesson and use a variety of strategies to check how they are progressing.

Pupils' work is regularly marked but there is inconsistent feedback to pupils on how well they have done and how to improve, and issues raised in marking are not followed up sufficiently by pupils. Some teachers' expectations of how pupils present their work are not high enough. Pupils have very recently been given targets and although some know their targets, their use is not yet impacting sufficiently on progress.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum has improved since the last inspection and is now satisfactory. It is broad and balanced and contributes satisfactorily to pupils' learning. Links across subjects have been improved so that pupils use and develop basic literacy, numeracy and information and communication technology (ICT) skills in other areas. The pupils recognise this and comment on how they find this way of learning 'fun'. New home reading books and extra equipment for mathematics and science investigations enhance the pupils' learning as do visits to museums and such places as the City Technology College and Tottenham Hotspurs Football Club where they use the specialist facilities. There is a good range of extra curricular clubs and lunchtime activities that are attended well and valued by the pupils. These activities contribute appropriately to pupils' personal development.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support provided for pupils are good and are strengths of the school. They contribute very well to pupils' positive attitudes to their learning. Pupils settle in well when they transfer from the infant school. Throughout the school they feel safe and free from bullying. Younger pupils value the work of pupil mentors who have been trained to help and enable them to play together. Pupils who are at risk are identified and very well supported by school staff and by outside specialists where necessary.

Arrangements for child protection, carrying out risk assessments and vetting staff are secure. During the last term, the school has established good arrangements to monitor pupils' academic progress and is using this information well to target support. Accommodation and resources are well looked after by the school and pupils and there is a pleasant working environment.

## **Leadership and management**

### **Grade: 3**

Leadership and management have improved since the last inspection and are now satisfactory. Leaders are well deployed, share a clear vision, are enthusiastic and keen to see the school continue to improve. The initiatives being set in place, with the

support of the local authority, and underpinned by considerable training for teachers are helping to raise standards. This is evident in the better progress now being made by all pupils in their work, for example in mathematics. Pupils have a very positive view of the changes during the past year mentioning, for example that, 'The school is better at helping us to improve'.

There has been a considerable increase in the range of monitoring. This is enabling teachers to check pupils' progress more effectively and helping to improve teaching. Although the quality of teaching is improving there are still some weaknesses and the best practice is not sufficiently widespread. The school's self evaluation is satisfactory. Although senior staff have a broadly accurate view of standards and the quality of teaching, overall judgements of effectiveness are too high as they are based more on what the school does rather than the impact on pupils' learning.

Governance is satisfactory and governors are committed to ensuring the best possible outcomes for pupils. Whilst governors recognize that they need to develop their skills further they are now satisfactorily challenging the school on its performance for example by using performance data and reports from the Local Authority.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### 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>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

You may remember that three inspectors came to your school recently to find out how good it is and how well you are doing. We really enjoyed our visit and meeting you, your teachers and other people who work in the school. We are writing to let you know what we found out.

The most important thing we want to say is that we think that your school has improved this year and is now satisfactory. We think that you are making better progress, because teaching has improved, your school is checking on how well you are doing and helping you more when you need it. Several of you told us how you find learning more enjoyable because your lessons are more interesting. We think that you can still do better, but if you carry on working as well as you have been doing during last term, then you should meet the targets that the school has set for you.

We were very impressed with the way everyone gets on well together and with your good behaviour. We think that the school is good at developing you as a person, which is really important for later life, and this reflects strongly the Catholic traditions in the school.

Your headteacher, teachers and all of the adults in your school, are working enthusiastically to make the school better. We have asked the school to work on these two important issues:

- give you all clear targets to guide you on how to improve so that you make good progress and standards rise
- make sure that all lessons are sufficiently challenging.

We hope that you continue to work hard and wish you well for the future.

Ian Wilson

Lead Inspector