

Rokesly Junior School

Inspection report

Unique Reference Number	102106
Local Authority	Haringey
Inspection number	335841
Inspection dates	14–15 July 2010
Reporting inspector	Jo Curd

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	343
Appropriate authority	The governing body
Chair	Nigel Leskin
Headteacher	Bola Soneye-Thomas
Date of previous school inspection	4 July 2007
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Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons were observed and 13 teachers were seen; discussions were held with pupils, governors and staff. Inspectors observed the school's work and looked at the school development plan, local authority reports, pupils' work, assessments of pupils' progress through the school, monitoring documents, minutes from the governing body and questionnaires from 99 parents, 11 members of staff and 78 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well all groups of pupils, including those from minority ethnic groups and those with special educational needs and/or disabilities, make progress
- how well all groups of pupils progress in science
- the behaviour of pupils in and out of lessons
- how well the provision for science, information and communication technology (ICT) and for pupils with special educational needs and/or disabilities is led and managed the effectiveness of systems to safeguard the health and safety of all pupils.

Information about the school

This three-form entry school is bigger than most primary schools. It is located in a relatively advantaged part of north London. The school has a highly diverse intake, with over 60% of pupils coming from a wide range of ethnic backgrounds. Almost a third have English as an additional language, and 10 per cent are at the early stages of learning English. There are 28 different languages spoken in the school; after English, Turkish and Somalian are the two most widely spoken. There are more boys than girls in each year group. The proportion of pupils known to be eligible for free school meals is higher than in most schools. A higher than average proportion of pupils have special educational needs and/or disabilities. An above-average number of pupils have a statement of special educational needs; these are predominantly for autistic spectrum disorders. A very few pupils are looked after by their local authority. The school shares a site with an infant school. The two governing bodies work in collaboration.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is an effective school where, largely due to an interesting and relevant curriculum, good care and the successful engagement of parents and carers, all pupils make good progress. A diverse range of pupils work and play well together and a very wide range of families meet and socialise together. Pupils feel safe because they know that staff are there to help them. Systems to safeguard pupils' health and safety are excellent. They are very thorough, implemented consistently and reviewed frequently. Leaders and managers monitor provision and outcomes very carefully and act effectively upon their findings to develop and improve the school. Although some parents expressed concerns about progress and behaviour, the majority are positive about all aspects of the school's work. One expressed the views of most when they stated, 'It is a lovely school that my child has thoroughly enjoyed attending with some caring, fun and inspiring teaching. The head and deputy headteachers have been fantastic, really making a difference to the school.'

Pupils enter Year 3 with a very wide range of knowledge, skills and experience; overall attainment at this stage is average. By the end of Year 6, attainment is above average and all groups of pupils have made good progress. Progress in reading is particularly good, as is overall achievement higher up the school, especially in Year 6. Although progress is good overall, it fluctuates slightly because the quality of teaching varies from class to class. Overall teaching is satisfactory. Leaders and managers use their accurate understanding of the school's strengths and weaknesses to ensure that provision is as good as possible for all pupils. They organise staff strategically across the school to ensure that all pupils benefit from as much good teaching as possible. Feedback from the effective lesson monitoring is helping staff to understand how they can improve, although some are making slow progress. Their drive to raise the quality of teaching is also evident in their appointment of an assistant headteacher whose specific brief is to support classes and release teachers for further training. Where teaching is good, pupils make good progress due to clear explanations, practical and engaging tasks and good teamwork between staff. Progress is slower in lessons where teachers talk for too long and take too much control of learning. Sometimes pupils have to mark time when they have completed tasks, and activities are too easy for some or too difficult for others. The quality of marking varies and does not always clearly show pupils how they can improve their work.

Astute subject leaders have successfully developed the curriculum so it is more practical and relevant in preparing pupils for their future learning. The school successfully use partnerships with others such as visiting artists, specialist sports, dance and language teachers from local secondary schools and a range of parents to raise the achievement

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of all. Leaders have developed the use of information and communication technology (ICT) and science since the last inspection; ICT is now used well to support learning. Pupils are beginning to make good progress in science and particularly appreciate the practical and investigative aspects of the subject.

Given the accurate self-evaluation, the successful way leaders and managers have implemented systems for safeguarding, the way they have addressed weaknesses in the curriculum and implemented measures to improve teaching, the school's capacity to sustain further improvements is good.

What does the school need to do to improve further?

- Raise the quality of teaching and learning by:
 - ensuring that activities are suitably matched to pupils' different learning needs and are challenging for all pupils
 - providing more opportunities for pupils to learn independently and collaboratively
 - improving marking to ensure that pupils know how to improve their work.

Outcomes for individuals and groups of pupils

2

By the end of Year 6, all groups of pupils have made good progress in their learning. Those who learn more quickly and easily particularly benefit from open-ended investigative tasks such as in science. Pupils who have English as an additional language make good progress in lessons when they can listen to others and are given time to speak. Those who have special educational needs and/or disabilities benefit from well-targeted support programmes and small groups in class. In one lesson, older pupils used their literacy skills well in discussing whether a particular novel was true or a work of fiction. Teachers use questions, video and newspaper clips well to extend pupils' thinking and to provide good opportunities for discussion. Pupils in another class were very engaged using computers to research the purchase of a car with a fixed budget and having to think about paying for insurance, tax and petrol. They were extremely motivated and interested in this activity, which developed their literacy, numeracy and ICT skills well. Progress is slower in lessons where the teaching is less effective.

Pupils are generally very well behaved, although a few are less engaged when lessons are not sufficiently interesting. Attendance is above average. Pupils develop a good awareness of health, enjoy healthy school lunches and engage in a range of sports in lessons and in the after-school clubs. They contribute well to the school and local community helping with jobs around school, by donating goods for senior citizens at harvest and raising money for charities. Their spiritual, moral, social and cultural development through music, art and an increasingly interesting curriculum is good, even though some lessons are not always inspiring or engaging. Due to their good behaviour, positive attitudes and above average standards in English and mathematics, pupils are well prepared for later life and learning.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

All pupils are well cared for and supported. Support for pupils with special educational needs is well led and ensures that teaching assistants are suitably trained and that support programmes are used well. Effective links with parents of pupils with special educational needs and/or disabilities helps these pupils both in and out of school. Strong partnerships with other agencies and professionals, including educational psychologists, contribute well to this provision. Pupils with English as an additional language are well supported both in and out of class by staff and by the caring inclusive approach of their peers.

The curriculum, especially in ICT and science, has improved well since the last inspection. It contributes significantly to the good progress of all groups of pupils. Computers are now well used by staff and pupils to increase rates of progress and to heighten interest and enjoyment. The school has been involved with other schools in a successful project to develop thinking skills in the curriculum. Leaders wisely chose to do this through science in order to improve standards in this subject. This is proving positive in harnessing pupils' interest and helping them, in some classes, to work more

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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effectively together. Music and the creative arts are strengths of the school. All pupils in Year 4 learn an instrument which helps to develop both their musical skills and self-confidence. Visiting artists support and extend opportunities in art. Attractive pieces created by pupils, such as wall-length batik banners, enhance the school building and the learning environment for all.

The quality of teaching varies considerably across the school. Positive features of many lessons include pupils' behaviour and motivation, the commitment and good lesson preparation of the well-qualified staff, the experienced teaching assistants, and an interesting curriculum. However, the quality of teaching is variable and too many lessons remain only satisfactory. In the less effective lessons, teachers sometimes talk for too long, pupils are not always given enough time to work independently or collaboratively and marking does not always tell pupils what they need to do next. Activities are occasionally too easy for some or too difficult for others because teachers do not always use assessment information to modify work sufficiently well so it meets pupils' different learning needs.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers use their accurate understanding about the school well to bring about improvements. They work effectively in partnership with knowledgeable and committed governors who support and challenge them well. Subject leaders are successfully developing their understanding of the provision and outcomes in their areas of responsibility through regular monitoring of teachers' planning and pupils' work. Leaders at all levels are ambitious for all the pupils and keen that provision improves and outcomes continue to rise. They work effectively to ensure equal opportunities and to combat discrimination by monitoring the provision for, and outcomes of, different groups closely. As a result, there are no significant differences in outcomes over time. They are successfully improving the quality of teaching even though some of this is proving slow to change. Effective partnerships with other schools, agencies and professionals extend opportunities for pupils, enrich the curriculum and contribute to effective care and the outstanding systems for safeguarding. Engagement with parents and carers is good, which helps to promote good community cohesion, although the evaluation of this feature is not yet well developed. The school's ethos is settled and strong. The school has good links with local citizens and schools abroad. It provides

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good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Although the majority of parents and carers are positive about all aspects of the school, a small minority express dissatisfaction with some aspects. Almost all parents and carers feel that their children enjoy school and are kept safe. The most widely held concerns are about the extent to which children's needs are met and the way the school responds to parents' concerns.

Inspectors found Rokesly to be a good school but found some inconsistencies in the quality of teaching. They found the school's leadership and management to be good, however, and that senior leaders are open to parents' and carers' views, and that they do take them into account.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rokesly Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 99 received completed questionnaires by the end of the on-site inspection. In total, there are 343 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	52	46	46	1	1	1	1
The school keeps my child safe	50	51	46	46	3	3	0	0
The school informs me about my child's progress	31	31	59	60	9	9	0	0
My child is making enough progress at this school	32	32	48	48	15	15	4	4
The teaching is good at this school	25	25	54	54	4	1	5	5
The school helps me to support my child's learning	25	25	57	58	12	12	2	2
The school helps my child to have a healthy lifestyle	26	26	57	58	13	13	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	34	42	42	15	15	0	0
The school meets my child's particular needs	24	24	50	51	16	16	6	6
The school deals effectively with unacceptable behaviour	31	31	45	45	17	17	5	5
The school takes account of my suggestions and concerns	25	25	47	47	15	15	5	5
The school is led and managed effectively	40	40	40	40	12	12	5	5
Overall, I am happy with my child's experience at this school	41	41	47	47	8	8	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 July 2010

Dear Pupils

Inspection of Rokesly Junior School, London N8 8NH

Thank you for being so friendly and helpful when we visited your school recently. We were pleased to meet many of you, to have lunch with some and to see others at work and play. We particularly enjoyed hearing the stringed orchestra and Year 4 musicians and watching some of your school play. All the things you told us really helped us with our work.

Most of you are very positive about your school. We agree with you that it is a good school. By the time you leave in Year 6, you have all made good progress in your learning and in gaining good skills for your future lives. We think that the curriculum, that is what you learn, is interesting and relevant. Special events such as 'money week', where you learned to add up totals from shopping lists and worked out how much change you should get and where you made choices about which car you would buy with a fixed budget, all help prepare you well for your later life and learning. You are all cared for and supported well.

Teaching varies from class to class. It is satisfactory overall. You learn a lot in lessons which are interesting and where you can work alone or with friends on activities that are at the right level for you.

We have asked the school to make some improvements. We want the school to:

- improve the quality of teaching so that activities are just right for each of you and are challenging for all of you
- provide more opportunities for you to learn by working on your own and with others
- improve teachers' marking so you know how to improve your work.

You can help by continuing to behave well and working as hard as you can.

With best wishes to you and your families,

Yours sincerely

Jo Curd Lead Inspector

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