

# Rokesly Infant School

## Inspection report

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<b>Unique Reference Number</b>	102107
<b>Local Authority</b>	Haringey
<b>Inspection number</b>	335842
<b>Inspection dates</b>	23–24 June 2010
<b>Reporting inspector</b>	Susan Vale

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	319
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shona Golightly
<b>Headteacher</b>	Susan Maran
<b>Date of previous school inspection</b>	24 June 2010
<b>School address</b>	Hermiston Avenue London N8 8NH
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 20 lessons and saw all teachers teach. The school's work was observed and documentation scrutinised, including the school improvement plan and information about pupils' progress. The inspectors also talked to the Chair of Governors, pupils and staff in leadership positions. The views of 24 school staff, and 108 parents and carers expressed in their responses to questionnaires were also taken into account.

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

- how well children's progress is tracked and the results used to ensure that the provision meets the needs of different groups of children especially those who are learning English as an additional language, and meeting the needs of vulnerable children
- how successfully the school promotes good attendance and punctuality.
- the impact of leadership and management on progress and attainment
- the reliability of self-evaluation. □□□□□□

## Information about the school

Rokesly Infants is a larger than average school, with 52 places in the Nursery. It serves a diverse multi-cultural community. Around two thirds of the pupils are from minority ethnic groups, the two largest groups are of mixed parentage, and Black African heritage. Approximately a third of children are new to learning English. Turkish is the main home language spoken. The number of children identified with special educational needs and/or disabilities is below the national average, most of these have moderate learning difficulties. The proportion of pupils who are eligible for free school meals is higher than average<sup>2</sup>

**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

Rokesly Infants provides a good quality education and outstanding care for its pupils. It lives up to its mission statement; 'At Rokesly every child matters in every way.' One of the parents wrote that, 'The school has a very happy atmosphere and has achieved a great balance between learning and other enrichment activities' and inspectors agree. The vast majority of parents and carers who responded to the questionnaire are happy with their child's experience of school. Much of this success is due to the effective and caring leadership of the headteacher and the leadership team who have a clear view of the school's strengths and weaknesses based on accurate self-evaluation.

Despite a changing pupil population the school has continued to maintain good standards. The headteacher and governors continue to be diligent at identifying areas where changes are needed so that decisive action can be taken to address any weaknesses. This ensures that all groups of pupils achieve very well and really enjoy learning. The school has a good capacity to continue improving.

Children get off to an excellent start in the Early Years Foundation Stage and the vast majority reach, and a number exceed, the levels expected for their age by the start of Year 1. This good progress and attainment is built upon well in Key Stage 1. Attainment by the end of Year 2 is currently above average in reading and mathematics and broadly average in writing. The school has rightly identified writing as an area of focus to enable more pupils to reach the higher levels of attainment seen in previous years. Progress over time is outstanding for a large number of children and progress seen in lessons during the inspection was good. This is further evidence of the school's good capacity to maintain improvement.

Teachers provide pupils with interesting and varied tasks that increase their enjoyment of school and their enthusiasm for learning. Many have high expectations of how much pupils can achieve, and ensure that work is well matched to their needs. There are good systems in place for assessment, but this is not used consistently by all teachers to plan the next stage of work. Pupils own self- assessment where it is used, works well. Targets are set and pupils understand what is expected of them, but not all teachers refer to the targets, nor are pupils consistently encouraged to review their own progress. In discussion not all pupils are aware of the areas which they need to improve. The positive and comprehensive assessment systems are not applied consistently across the school.

Outstanding levels of care and support contribute to the schools continuing success. Pupils' are very well cared for and feel very safe, secure and happy. As a consequence, they enjoy coming to school, and behave well. For some pupils attendance is not as

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regular as it should be. The school's strong emphasis on promoting healthy lifestyles and care for the environment, for example all the work pupils do on recycling, ensures that pupils have a very good understanding of how to stay fit and healthy and remain enthusiastic about caring for the world around them.

The partnership the school encourages between parents and school, and the links with other agencies to support pupils' learning are outstanding.

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

- Raise standards in writing to those of reading and mathematics by giving pupils as many opportunities as possible to write.
- Ensure that assessment systems are consistently applied by all teachers across the school and encourage pupils to be more involved in their own self-assessment and to identify what they need to do to improve.

## Outcomes for individuals and groups of pupils

**2**

All groups of pupils, including the most able and those most vulnerable, make at least good and for many outstanding progress in their learning. In one outstanding literacy lesson in Year 2 pupils were asked to express their experiences about their trip to the zoo. They achieved very well because they were really clear about what was expected of them. Excellent links between reading and writing and very good use of questioning by the teacher ensured that pupils made rapid progress in their learning. Standards by the end of Year 2 are above average in reading and mathematics, and broadly average in writing. The school is aware of the need to support the development of pupil's writing further through giving pupils more opportunities to write .

Relationships between staff and pupils are excellent and contribute to the positive ethos for learning. Those with learning difficulties and/or disabilities work confidently in small groups and enjoy learning. Many make outstanding progress because they are so well supported.

Pupils say they feel very safe at school. Behaviour is good overall. A few parents consider that behaviour could be better. However, inspectors found that the majority of pupils conduct themselves well. The few who find it difficult to always behave well are well supported by the adults to help them improve. Attendance remains lower than the national average with some parents and carers taking advantage of cheaper holidays in school time. The school regularly reminds families of the need for regular attendance and rewards for punctuality and good attendance are starting to have a positive impact.

Pupils' positive attitudes for learning, along with their excellent social, moral, and cultural development mean that they are well prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

As one parent said, 'Rokesly provides a well rounded first step in education for young children in a warm and caring environment. As a first introduction to primary education I could not have asked for anything better.' This outstanding care, guidance and support is central to all that the school does. It permeates the life of the school from the excellent support given to pupils who have greater needs right through to parenting discussion groups, all is geared to support not just the pupils but the whole family.

Teaching is good at ensuring that pupils are motivated and engaged in their learning. It is effectively enhanced and enriched by the outstanding curriculum that is on offer. Themed weeks such as, mathematics weeks with Mr Numerator and Green week really enrich and support the progress which pupils make in their learning. An outstanding feature of the curriculum at Rokesly are the 13 extra-curricular clubs on offer. However this is not at the cost of ensuring that pupils have a firm foundation in the basic skills, including information and communications technology (ICT).

Assessment in the better lessons is used exceptionally well to ensure that pupils refer to their targets for improvement throughout the lesson and thus these pupils make much better than expected progress. In other lessons assessment is not used so effectively and pupils are not encouraged to evaluate their own work or achievements, nor are they aware of what their targets for improvement are.

<sup>1</sup> 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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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Strong and effective leadership and management has been instrumental in securing the school's continuing good overall effectiveness since the last inspection. The headteacher inspires the school community to share a strong sense of purpose which aims to ensure the best for all the pupils in their care. Staff questionnaires showed very positive views about the school. The governing body provides strong and well organised support which is focused well on challenging and improving the school, and moving it forward. While the school's self-evaluation is generally accurate its judgement regarding the quality of teaching is too generous. At the time of the inspection there were excellent procedures in place to safeguard and protect pupils. The school promotes equal opportunities very well through the careful tracking of pupils' needs, any barriers to their learning are broken down and full access to the curriculum is provided for all. The school makes a strong contribution to community cohesion particularly within the local community, there are excellent links with the junior school that shares the same site. The school recognises that more can be done to develop links with other parts of Britain and internationally.

*These are the grades for leadership and management*

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

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<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>
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## Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is outstanding and children achieve well against the national expectations by the time they start in Year 1. A key factor underpinning this success is the way that the individual needs of each child are so well catered for. Children start school with skills and abilities that are broadly similar to those expected for their age. Since the previous inspection there are significantly more children starting at the school who are below expectations for their age in communication, language and literacy and particularly in personal social and emotional development. The vast majority of children reach, and many exceed, the levels expected by the start of Year 1. Outstanding leadership and management has ensured that there is excellent provision and a good mix of adult led and child initiated activities between the indoor and outdoor learning environment. Despite the current limitations of the outdoor learning environment for the Nursery as they await the new build, what little space they have is used very well. The quality of planning for individuals ensures that all children are offered an enjoyable experience across all the areas of learning. Children genuinely enjoy learning and discovering through play, because adults encourage them to make their own independent choices. Some children show high levels of concentration when working on an activity. This was seen in Nursery and in Reception with children concentrating on filling water bottles and working out which had the most water in them. Adults are extremely good at building on children's responses to develop and increase their language and communication skills, this is particularly effective for the increasing numbers of children who are new to learning English. Very effective induction arrangements ensure that all staff gain a clear understanding of the social, personal, emotional and academic needs of the children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Most parents and carers are pleased with the work of the school. They are particularly pleased that their children are happy, are kept safe and are taught well. The inspection team agrees with parents and carers that pupils are safe and happy and that teaching is



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good. The school provides ample opportunities for parents and carers to find out how well their children are doing, although some parents express concern that communication is not good enough. A small minority of parents also expressed the view that the school does not deal effectively with unacceptable behaviour. However, behaviour during inspection was found to be good and no unacceptable behaviour was observed in classes or the playground.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rokesly Infant 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 108 completed questionnaires by the end of the on-site inspection. In total, there are 319 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	74	26	24	1	1	0	0
The school keeps my child safe	71	66	33	31	2	2	0	0
The school informs me about my child's progress	50	46	51	47	6	6	0	0
My child is making enough progress at this school	56	52	44	41	4	4	1	1
The teaching is good at this school	62	57	43	40	4	4	0	0
The school helps me to support my child's learning	60	56	45	42	2	2	0	0
The school helps my child to have a healthy lifestyle	43	40	61	56	3	3	0	0
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)	49	45	48	44	0	0	0	0
The school meets my child's particular needs	45	42	55	51	4	4	0	0
The school deals effectively with unacceptable behaviour	43	40	57	46	7	6	0	0
The school takes account of my suggestions and concerns	42	39	54	50	3	3	1	1
The school is led and managed effectively	69	64	37	34	1	1	0	0
Overall, I am happy with my child's experience at this school	68	63	35	32	1	1	0	0

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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



25/06/2010

Dear Pupils

Inspection of Rokesly Infant School, Haringey, N8 8NH

Thank you for being so welcoming and helpful when I and the other inspectors visited your school recently. I enjoyed looking at your work, seeing you in lessons and talking to so many of you. I was pleased to hear that you like your school and especially the many clubs and activities that are organised for you.

Yours is a good school, where staff and governors are working hard to make it even better. This means that there are lots of things that it does really well, but also that there are some things that could be even better.

I agree with the comments of your parents and carers when they say that you like school and that it is a welcoming, caring place where you feel safe. You get on well with each other and help the school to run smoothly.

Your lessons are interesting and I really liked to hear about the themed weeks that you have. To make it even better, however, I am asking your teachers to try and help you to do even better in your writing. I have also asked them to make sure they always explain how you can improve your work and how you can be involved in this yourselves.

I hope that you continue to enjoy learning at your school and that you all try to come to school every day.

Yours sincerely

Sue Vale

Lead inspector

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