

# St Francis de Sales RC Infant School

## Inspection report

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<b>Unique Reference Number</b>	102149
<b>Local Authority</b>	Haringey
<b>Inspection number</b>	335849
<b>Inspection dates</b>	18–19 January 2010
<b>Reporting inspector</b>	David Wynford Jones

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>	Voluntary aided
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	329
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Urban Jacobs
<b>Headteacher</b>	Ms Parveen Duggal
<b>Date of previous school inspection</b>	7 February 2007
<b>School address</b>	Brereton Road Tottenham London N17 8DA
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## Introduction

This inspection was carried out by three additional inspectors. They visited 20 lessons taught by 10 teachers and attended one assembly. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe, the school improvement plan and 202 questionnaires completed by parents and carers.

An administrative error resulted in the omission of one question in the parental questionnaire. Whilst this has not affected the overall outcome of the inspection it does mean that the parental response on the question '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)' is not recorded in the report.

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

- boys' attainment and progress in reading and mathematics
- how well the school supports the more able pupils to make progress in reading and mathematics
- the use of ongoing assessment to inform teaching and accelerate pupils' progress
- the contribution of leaders and managers at all levels, especially governance and middle managers, in driving school improvement.

## Information about the school

St Francis de Sales Infant is larger than most infant schools. The percentage of pupils from a minority ethnic background is considerably higher than that found in the large majority of schools. The main groups are of Black African or Caribbean origin. The proportion of pupils who do not speak English as their first language is well above the national average. There are approximately 32 different home languages represented within the school. The proportion of pupils identified as having special educational needs and/or disabilities is broadly similar to the national average. However, fewer than average hold a statement of special educational needs. The majority of pupils with special educational needs have speech and communication difficulties. The proportion of pupils known to be eligible for free school meals is significantly higher than the national average.

The school holds the Healthy School and the sports Activemark awards.

Following the resignation of the headteacher in the spring term 2008, there have been three interim headteachers. The current interim headteacher took the position in September 2009 following a 12 month secondment to the school as the acting deputy headteacher. The governing body is in the process of federating the infant and junior schools. Governors are currently advertising for a headteacher.

**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**

**3**

## Main findings

This is a good school. Over the last two years, and during a very difficult period in its history, staff and interim headteachers have worked together effectively to ensure the school provides a good level of care and pupils make good progress in their personal and academic development. The current interim headteacher knows the school well. Her evaluations of the school's strengths and areas for development are accurate. Working closely with the local authority she has done much to review procedures and put systems and structures in place to ensure the school continues to move forward. She is well thought of by the staff, and parents and carers. One parent wrote, 'I think the interim headteacher is great and always has a smile.' Another wrote, 'The school is running and being managed extremely well'the school has come a long way and we are very happy about putting our children through the school.'

A key feature of the school is its welcoming and inclusive ethos. All are made welcome. Relationships are good and pupils feel safe. As a result, they behave well and are keen to learn. Attainment on entry to the school is variable. The majority of children enter the Nursery with skills and knowledge well below those typically expected for their age. Approximately 60 children attend the Nursery on a part-time basis. They make good progress because the provision is good. Aspects of the outdoor provision are exemplary. They are joined at the start of the Reception year by approximately 30 children who have little or no pre-school or nursery experiences. Consequently, overall attainment on entry to the Reception class is lower than expected.

Pupils make good progress in Years 1 and 2. By the end of Year 2, their attainment in reading, writing and mathematics is broadly in line with the national average. There is no significant difference in performance between boys and girls. This is as a result of changes to the curriculum and the successful introduction of various initiatives to engage boys in their learning. There is now greater challenge for the potentially higher attaining pupils and more pupils are on track to attain the higher level (Level 3) in reading, writing and mathematics. Pupils with special educational needs and/or disabilities and those who speak English as an additional language are well supported. This enables them to make progress similar to their peers. Overall, pupils' achievement is good.

Pupils make good progress because the overall quality of teaching is good. Teachers know their pupils well but do not always use their knowledge of the pupils' attainment and progress sufficiently to analyse outcomes or to plan lessons that fully match the needs of the pupils. However, they do provide pupils with clear written guidance on how to improve their work and set reasonable expectations. The school has yet to fully capitalise on the sharing of outstanding practice. This is because the role of subject

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leaders is not sufficiently developed in analysing assessment information and linking the impact of teaching to pupils' learning. Nevertheless, under the effective leadership of the headteacher, subject leaders are now focusing on this element of their responsibilities. The Chair of the Governing Body is committed and keen to see that all governors fulfil their roles effectively. He is fully aware that the governing body is at an early stage in its development. Following the federation of the infant and junior school governing bodies in September 2009, governors are taking appropriate action to recruit a headteacher. However, many governors are new and are still developing their understanding of their responsibilities. The majority of governors do not have sufficient knowledge and understanding of the school's strengths and weaknesses. Some important governor training linked to child protection and the analysing of school outcomes has not been undertaken. These factors mean that, overall, the quality of governance is inadequate. Senior leaders are ensuring that good systems and structures are being put into place to ensure the school continues to move forward. However, weaknesses in governance, middle management, the uncertainty surrounding the appointment of a substantive headteacher, and the establishment of a permanent senior management team result in the school having satisfactory, rather than good, capacity for sustained improvement.

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

- Develop the role of the governing body in monitoring and evaluating the effectiveness of the school and in contributing to its future development by:
  - ensuring that all governors are fully aware of their roles and responsibilities
  - making sure that governors undertake appropriate training, including training in child protection.
- Improve middle leaders' skills in analysing and using assessment information and in evaluating the impact of teaching on learning.
- Ensure class teachers interrogate assessment information more effectively to track pupils' progress and use the information more rigorously to inform their planning.

**Outcomes for individuals and groups of pupils****2**

Pupils are polite and enjoy school. They have a good understanding of being safe. A Year 1 pupil knowingly said to an inspector, 'I can talk to you because you have one of our school badges.' Pupils' spiritual, moral, and social development is good. Pupils get on well with each other. However, in this multicultural school, pupils' knowledge of the different cultures, religions and beliefs is less well developed. Pupils are developing a good understanding of healthy living. They know about healthy eating. They choose sensibly when collecting their school lunches and can talk about the importance of taking exercise. This has contributed to the school being awarded the Healthy School and the sports Activemark awards. Pupils interact well with each other and are keen to take responsibility. However, they do not have the opportunity to contribute to the development of the school through a school council or similar mechanisms, or take

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responsibility as playground monitors.

In lessons pupils are attentive. They work with sustained concentration and are keen to do well. Scrutiny of pupils' exercise books confirm that the vast majority are making good progress. Pupils speak highly of their teachers and support staff, although some say the work is sometimes too easy. Pupils with speech and communication difficulties are making good progress because of the individual support provided and the school's focus on promoting speaking and listening skills. There is no marked difference in the performance of different ethnic groups of pupils. The attainment of the two largest groups of pupils, Black African and Black Caribbean is above that found nationally for their respective ethnic groups. Pupils' average attainment and their good social skills prepare pupils satisfactorily for the next stage of their education.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Pupils' good progress is due to the good quality teaching and the curriculum, which has been recently reviewed to make it more exciting and relevant to their needs. In addition, the quality of care, guidance and support is good. Systems to ensure the safety and

<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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well-being of the pupils and to provide support for vulnerable pupils are effective. Systems for following up absences are well established.

A key feature of the curriculum is the theme approach and the emphasis placed on developing the pupils' skills in reading and writing. Teachers provide pupils with good opportunities to promote their basic skills in reading, to consolidate their knowledge of letters and sounds, and to take part in conversations with adults and with their friends, thus promoting their social and communication skills. There is a good emphasis on developing the pupils' skills and understanding in mathematics through a practical approach and themes that engage all pupils.

Teaching ensures that the pace of learning is brisk. Lesson content is presented in a way that captures the interests of the pupils. Lessons are interactive. Very effective use is made of questioning strategies, and information and communication technology is used effectively to support learning. Teaching assistants work effectively alongside the class teacher and provide good support to pupils who find learning difficult. Good use is made of visits and of visitors to the school to promote learning. However, the range of after-school activities and clubs is limited.

*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	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The interim headteacher provides clear direction for the work of the school. This is reflected in the detailed school development plan. She works well with staff and is focused on building the school's capacity to improve. The emphasis is rightly on developing middle leaders, improving the consistency in the quality of teaching and developing assessment procedures. Staff are now confident in the accuracy of their assessments and systems are in place to record the information. However, teachers' and middle leaders' skills in using and interpreting the data have yet to be fully developed.

The governors and senior staff know the local community well and have done much to promote the school locally. The school works well with outside agencies, parents and carers. Links with the church are strong. Governors help to ensure that the school is inclusive and promotes equality of opportunity effectively. However, work to promote community cohesion is still at a relatively early stage of development.

Procedures to ensure safeguarding and child protection are robust and have recently been reviewed. The interim headteacher ensures that all staff follow these meticulously. However, none of the governors have had recent training in this area.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<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>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Good induction arrangements ensure that children feel safe, settle quickly and develop their self-confidence. The emphasis placed on ensuring the children's welfare enables all children to experiment and explore within a safe and supportive environment. Children are developing a good understanding of healthy living and follow routines which develop good hygiene practices. They know the importance of washing their hands before handling food.

Children make good progress and their attainment by the end of the Reception year is typically below the national average. However, over the last two years, the level of attainment is rising and in 2009 it was close to the national average in several strands of learning. This is because the effective early years practice clearly evident in the Nursery has successfully been extended to the Reception classes.

Staff use their good understanding of how young children learn to plan a good range of stimulating activities that maintain the children's interests. There is a good balance between adult-led and child-initiated activities. Outdoor provision in the Nursery is exemplary and is used very well to promote the different areas of learning. In contrast, outdoor provision for the Reception classes is still at an early stage of development. Space is limited and the area is not consistently used as a natural extension of the classroom.

The early years coordinator has a good understanding of the strengths and areas for development and is proactive in moving the provision forward. Children's attainment is regularly assessed but the outcomes are not always pulled together to enable staff to



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form a clear view of how well the children are doing and the progress they are making.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of the responses from parents and carers were entirely supportive of the school's work. Their positive views are supported by the inspection evidence. A particularly high percentage of parents and carers felt that their child enjoyed and was safe in school. Discussions with the pupils, and their questionnaire responses, confirm that they feel safe and enjoy school. A few parents and carers felt that the school did not take sufficient account of their suggestions and concerns. Inspectors found that links with parents and carers are good and that the school is working with parents and carers to improve provision.

The nil response to Question 8 is because this was not included in the questionnaire sent to parents.

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

Ofsted invited all the registered parents and carers of pupils registered at St Frances de Sales 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 202 completed questionnaires by the end of the on-site inspection. In total, there are 329 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	142	70	57	28	0	0	1	1
The school keeps my child safe	135	67	63	31	1	1	1	1
The school informs me about my child's progress	123	61	72	36	2	1	1	1
My child is making enough progress at this school	113	58	82	40	3	2	1	1
The teaching is good at this school	119	59	78	38	2	1	1	1
The school helps me to support my child's learning	113	56	83	41	4	2	1	1
The school helps my child to have a healthy lifestyle	98	48	97	48	3	2	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)	0	0	0	0	0	0	0	0
The school meets my child's particular needs	94	46	95	47	5	3	1	1
The school deals effectively with unacceptable behaviour	105	52	85	42	3	2	2	1
The school takes account of my suggestions and concerns	86	42	101	50	7	3	2	1
The school is led and managed effectively	93	46	97	48	2	1	1	1
Overall, I am happy with my child's experience at this school	125	62	72	36	3	2	1	1

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



20 January 2010

Dear Pupils

Inspection of St Francis de Sales RC Infant School, Tottenham N17 8DA

Thank you very much for making us so welcome when we visited your school. We enjoyed our visit and talking to you. We were very pleased to hear that you like coming to school. We found that your behaviour in lessons and around the school was good. You showed us that you are keen to take responsibility and that you all get on together well. You have a good understanding of healthy living and know a lot about keeping safe. You show respect for each other as you move safely around the school and in the playground. Well done!

Your school provides you with a good education. You get off to a good start in the Nursery and continue to make good progress as you move through the school. Your standards in reading, writing and mathematics by the end of Year 2 are similar to the national average. You told us that you like your teachers and they make the lessons interesting. We agree with you that teaching is good and staff work well to help you to improve your reading, writing and mathematical skills. Please remember, you can still do better by always trying your best and practising your reading, writing and mathematical skills whenever you can. We have asked the staff to look really carefully at how well you are doing so that they can plan lessons that always challenge you. We have also suggested that the teachers in charge of subjects can also look more carefully at how well you are learning.

The school governors are very busy at the moment as the school needs to find a new headteacher, but we have asked them to be fully involved in keeping an eye on how well the school is doing.

Good luck for the future and remember to keep working hard.

Yours sincerely

David Wynford Jones

Lead Inspector

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