

Rokesly Infant School

Inspection report

Unique Reference Number	102107
Local Authority	Haringey
Inspection number	286276
Inspection dates	4 - 5 July 2007
Reporting inspector	Ms Maria Coles

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

Type of School	Infant
School category	Community
Age range of pupils	3-7
Gender of pupils	Mixed
Number on roll	
School	319
Appropriate authority	The governing body
Chair	Ms Louisa Brittain
Headteacher	Ms Sue Maran
Date of previous school inspection	11 June 2002
School address	Hermiston Avenue London N8 8NH
Telephone number	020 8340 7687
Fax number	020 8340 8056

Age group	3-7
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Introduction

The inspection was carried out by three Additional Inspectors. This was a coordinated inspection carried out at the same time as the junior school.

Description of the school

Rokesly Infants is a larger than average school, with 52 part time places in the nursery. It is a popular local school, over subscribed, with waiting lists in each year group. It serves a diverse multi-cultural community. The pupils have a variety of social and educational needs. Nearly half of the pupils are from minority ethnic groups and over one quarter of these do not have English as their first language. The school has recently undergone extensive buildings works. The nursery is still housed in a temporary classroom on the school field.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

'Rokesly Infants is an excellent school. The staff care deeply, not only for the children, but also for families in their community'. Inspectors agree with the parent who aired these views. The school has worked hard to establish a strong sense of community since the appointment of the headteacher in January 2006 and has won the overwhelming support of parents.

Pupils' personal development including social, moral and cultural development is outstanding. Pupils enjoy school and take part enthusiastically in the very wide range of opportunities that the school provides. The school has fostered excellent and caring behaviour and their extremely positive attitudes to learning ensure that all pupils do well.

Pupils make excellent progress from broadly average starting points on entry into the school. Early indications of results of national tests for 2007 show that, by the end of Year 2, they reach standards which are above national expectations. Where there has been underachievement in the past, the school has adopted successful strategies to address these and this has resulted in much better progress and higher standards, for example, in mathematics. The pupils are very well prepared for the next stage of their education.

The teaching is outstanding overall, including the Foundation Stage. Work is well matched to pupils varying ability levels so that the more able are challenged and the less able supported which ensures all make good progress. Although marking across the school is conscientious, the use of comments to help pupils understand what they need to do to improve further has been identified by the school as the next step in its development of assessment.

The work that the school has undertaken in its reviews of the curriculum has resulted in outstanding provision. It is stimulating, enriching and enables the pupils to develop knowledge and understanding across all curriculum areas in creative and exciting ways. The school is successfully developing the pupils' awareness of the environment, through its recycling project and the use of the local environment for geographical studies. There are many excellent opportunities for enrichment through lunchtime and after school clubs and visits.

The headteacher has only been in post for eighteen months and has, as the chair of governors commented, 'moved mountains'. She has effectively drawn together the expertise of the teachers, governors, parents and wider community so that the schools existing strengths have been improved upon. She has the support and commitment of a very strong and able staff team who work well together, know and understand the school well. The school has put in place effective strategies to improve attendance but there are still too many absences due to holidays being taken in term time and some pupils arrive late for school.

All issues from the last inspection have been fully addressed and the school is very well placed to improve still further.

What the school should do to improve further

- Improve the quality and rigour of pupil assessment and marking so that pupils can understand what they need to do next to improve.

- Improve punctuality and reduce the number of absences due to holidays taken in term time.

Achievement and standards

Grade: 1

Standards are above average by the age of seven and achievement is outstanding. Children enter in the Nursery with broadly average attainment levels and make consistently rapid progress so that by the end of Foundation Stage, a large proportion of them are reaching and some exceeding expected levels of attainment in all areas of learning. The results of national tests at the end of Year 2 have improved over the last three years. In 2006, results improved to reach broadly average levels of attainment in reading and writing and above average levels in mathematics. This year's results, school tracking data and work observed in books and lessons show a significant rise in standards in reading, writing and mathematics for all pupils including those with English as an additional language. Both boys and girls do equally well as do pupils from ethnic minority groups and those with Special Educational Needs.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Pupils are articulate and friendly towards each other, to visitors and thoroughly enjoy school. Pupils are extremely keen to contribute to the school community and know that their views are valued. The school council, for example, has made some excellent suggestions which the school has acted upon, such as the purchase of more demanding books for Year 2. Their understanding of what constitutes a healthy lifestyle and the need for a balanced diet is very good. Behaviour in class and around the school is excellent; pupils are attentive and work well together. They state very confidently that there is very little bad behaviour, bullying or racism and are confident that adults will deal promptly and effectively with any such incidents. Attendance has recently improved and is similar to the national average. However, some pupils arrive late for school and holidays taken in term time cause some to miss valuable work.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding overall. Pupils' progress is enhanced through teachers' very good subject knowledge, excellent behaviour management, clear modelling and explanations, high expectations and frequent reinforcement of basic skills. Although conscientious, more effective use of marking to help pupils improve is under developed. Pupils across the school are provided with excellent opportunities to develop their speaking and listening and reasoning skills. All classrooms provide visually vibrant and extremely supportive surroundings. Learning is considerably

enhanced by the excellent relationships, care and support between adults and pupils. High levels of cooperation between pupils, who work very well together, also extend learning. Pupils commented that, 'We like pair partners because we can help them and they help us'.

The quality of teaching in the Foundation Stage is outstanding. Children's progress is optimised through high quality interactions in both indoor and outdoor activities and the constant promotion of oracy skills.

Curriculum and other activities

Grade: 1

The school's curriculum, including the Foundation Stage, is excellent. It is very well matched to the needs of the pupils and subjects are linked effectively through topics to ensure that it is interesting and relevant. Enrichment is excellent and adds to the overall enjoyment and achievement of pupils through a range of clubs such as gardening and cooking. Visitors to and visits beyond the school also bring the curriculum to life, for example, during environmental week, pupils visited an organic garden and made paper after visiting a recycling centre. The excellent provision for the development of literacy, numeracy and information and technology skills helps pupils to make good progress in basic skills and prepares them well for junior school. The curriculum provides pupils with many interesting opportunities to apply these skills in a variety of contexts.

Care, guidance and support

Grade: 2

The school's care, guidance and support for its pupils is good. The school continues to work very hard to improve the range of support it provides for both pupils and families and this has had excellent impact especially for harder to reach groups. Parents who are new to the school and to English are made to feel welcome, provided with appropriately translated information and invited to contribute in classes. The school is very committed to ensuring that all its pupils feel safe, settled and secure and has an excellent programme to support pupils' emotional and behavioural development. When asked about a playground incident pupils displayed excellent understanding of consequences of their actions saying, 'You can hurt others on the inside and outside.' There are rapidly developing systems for academic tracking and guidance, which are having a very positive impact and have resulted in significantly improved standards this year. However, the use of individual target setting to help pupils understand their progress is less well developed. Although marking is conscientious some opportunities to help the pupils to improve further are missed.

Leadership and management

Grade: 1

The leadership and management of the school are outstanding. The headteacher has successfully established a strong team who all share the same vision and direction for the school. Their work has had a significant impact on raising

standards over the last two years. The establishment of a cohesive system of monitoring performance; both in terms of pupils and staff, has brought about improvements in the quality of teaching and in the standards achieved by pupils. More rigour in applying this system to individual pupils across the school has been correctly identified as the next stage in development. The good and effective monitoring and self evaluation of the school has enabled the leadership team to have a clear picture of what needs to be improved. For example, the school has addressed the underachievement in mathematics and writing evident in the 2006 national test results. The steps it has taken have had a marked impact on standards and, as a result, they have risen significantly this year. Governors offer a wide range of expertise which enables them to provide a highly effective balance of support and challenge to the school. The school provides very good value for money.

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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	School Overall
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Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

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

¹ 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.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interest of learners?	1
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
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	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B

Letter to pupils explaining the findings of the inspection.

18 July 2007

Dear Pupils

Inspection of Rokesly Infant School, London, N8 8NH

Thank you for making us feel so welcome on our recent visit to your school. We agree with you and your parents that your school is outstanding.

We were really impressed with your excellent behaviour and how you worked and played together so well.

We think your headteacher and all the staff have done a wonderful job and have really made your school a welcoming, bright, safe and happy place to be. They have made sure that what you are taught is exciting, with lots of visits to places like Railway Fields. They have also made sure that you understand the importance of recycling and looking after our environment which will help you in the future. We really loved the work you had put into growing your own vegetables and loved eating them in the delicious spinach and cheese pie you made for us!

We think that your teachers are doing really well and help you to do the best you can in your work. They make sure lessons are interesting and that everyone in the class gets work that's just right, not too hard and not too easy. We have asked them to help you even more by telling you what you have to do next to improve your learning through their marking. I know that the headteacher has already made plans for this to happen in the new school year. You can help too by making sure you come to school on time everyday and not take your holidays in term time because you often miss important work and can get be left behind.

We thoroughly enjoyed visiting your school and know that you enjoy it too.

Yours Sincerely

Maria Coles
Lead inspector

