

South Haringay Infant and Nursery School

Inspection report

Unique Reference Number	102111
Local Authority	Haringey
Inspection number	307901
Inspection dates	2–3 December 2008
Reporting inspector	John Carnaghan

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School (total)	249
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Ms Theresa Quinn
Headteacher	Ms Tinka Rojas
Date of previous school inspection	2 February 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Pemberton Road London N4 1BA
Telephone number	020 8340 7138
Fax number	020 8340 7698

Age group	3–7
Inspection dates	2–3 December 2008
Inspection number	307901

© Crown copyright 2008

Website: 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 two Additional Inspectors.

Description of the school

South Harringay Infant and Nursery School serves a diverse inner-city area. Almost all pupils are from minority ethnic groups, the largest groups being Other White, Black African or Bangladeshi in origin. Three quarters of pupils do not speak English as their first language and about a third are at an early stage of learning English, both of which are very high proportions. The proportion of pupils with learning difficulties and/or disabilities is average, and the most usual difficulties are with speech, language and communication. The Early Years Foundation Stage (EYFS) comprises a part time Nursery and two Reception classes. The school holds the Activemark award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

South Harringay Infant and Nursery School provides an outstanding education. Children make a very positive start to their schooling and teachers ensure that no one falls behind. The school is a beacon of good work and makes a substantial contribution to the cohesiveness of the local community.

The keys to the school's great success are its excellent leadership and management. All staff share a deep commitment to pupils' personal and academic development. The school is highly inclusive because it works so hard to provide excellent opportunities for all. It rigorously checks pupils' progress. This information triggers strong support for individuals or groups that may find learning difficult. Long-term plans are thorough, and improvement since the previous inspection has been substantial. Accommodation is good, but difficult access to outside areas is a limitation to achievement in Reception classes.

Parents are extremely supportive of the school. The vast majority emphasise how much their children enjoy school, appreciating its warm ethos and the approachability of staff. One typical comment was, 'As parents, the school is brilliant at involving us in our son's education and all the activities at school. The teachers are brilliant and the head is wonderful to all involved.'

The good start that children make in the EYFS ensures that progress is very good. The thorough preparation of the youngest children means that the drive to raise standards has its greatest impact in Years 1 and 2. Pupils make excellent progress, especially in literacy and numeracy, reaching average standards by the end of Year 2. Achievement at this stage, and across the school, is outstanding. The curriculum is highly stimulating and is also outstanding.

Pupils are exceptionally well cared for. Adults form a caring, concerned team and pupils know this. All procedures to ensure safety, such as those to minimise risks, are robust. Attendance is rigorously promoted and improving, but outbreaks of childhood ailments last year conspired to keep it at average levels. Even the youngest pupils are well guided in their studies and know where to improve. Pupils' personal development is good and many aspects of it are outstanding. Behaviour is excellent and pupils enjoy school hugely. Their understanding of how to grow up healthily is superb. Pupils enjoy healthy lunches and know the importance of good nutrition; as one pupil reminded others, 'Eat five fruit and veg a day.'

Teaching is outstanding. It is comprehensively planned to appeal to and engage all pupils. Activities are adjusted so that all pupils learn well. Lessons are great fun and pupils behave very well, collaborating keenly with one another as they learn. Teaching assistants are kindly and alert, contributing to the excellent equality of opportunity for all pupils.

Effectiveness of the Early Years Foundation Stage

Grade: 2

A very high proportion of children starting school do not speak English fluently. The standards of children when they enter the Nursery are well below those expected for their age, particularly in literacy and numeracy. Children's skills in literacy and numeracy fall short of the expected early learning goals because their starting points are so low. Good teaching and excellent attention to welfare helps children settle into school quickly and adopt very good learning routines. This equips them well for later school life. Achievement in both the Nursery and Reception classes is good.

The classrooms are stimulating environments and are used imaginatively to promote early learning. A good balance of teacher-led and freely chosen activities develops children's independence well. The Nursery uses the outdoor area effectively but, in the Reception classes, access to this aspect of the curriculum is limited because whole classes go out at fixed times. Children's progress is meticulously tracked and the information gained carefully used to raise achievement.

Strong links with parents ensure their full participation in children's development. One parent, reflecting the views of many, said there is '...fantastic parental involvement in the school'. Settling-in procedures are excellent, including opportunities for parents and children to meet staff. Leadership and management are good, and staff work closely together. Provision to promote children's welfare is outstanding, resulting in their excellent personal development. Children are secure, confident learners who are very happy and thoroughly enjoy their first experiences of school.

What the school should do to improve further

- Build on its efforts to improve attendance.
- Improve the facilities and opportunities for children to learn through outdoor activities in the EYFS.

Achievement and standards

Grade: 1

Children start the EYFS with skills and understanding well below those expected for their age. They are very well prepared for their ongoing education, and achievement in the EYFS is good.

Pupils leave the school with broadly average standards in reading, writing and mathematics. Standards in mathematics fell in 2008 but improved this academic year, because the school focused strongly on improving mathematics teaching. The achievement of all pupils is outstanding, including those with English as an additional language and those with speech and language difficulties.

The school uses assessment information exceptionally well to ensure that no pupils fall behind. Close analysis of trends ensures that, when progress for individuals or groups diminishes, it is rapidly addressed by teachers' interventions and by other means. The school is often innovative in such actions. For example, underachievement by pupils of Kurdish origin has been closely analysed. Kurdish parents, particularly mothers, receive strong support from the school to improve their own English skills. This, in turn, is starting to raise their children's aspirations and improve their achievement.

Personal development and well-being

Grade: 2

Pupils enjoy school enormously because, as one remarked, 'Learning is fun - we learn good things like literacy and mathematics.' Pupils' attitudes and behaviour are excellent. Attendance is average, diminished by outbreaks of ailments such as chickenpox. The school holds the 2006 local authority improved attendance award.

Relationships between adults and pupils are mutually respectful and pupils know they can talk to adults if they have concerns. They play together amicably, have a very good understanding of how to stay safe, and are confident learners.

Pupils enjoy being monitors, carrying out their responsibilities with pride. The school council represents pupils' views effectively. Pupils contribute well to the local community through charity events. Their excellent progress in information and communication technology (ICT), numeracy and literacy prepares them extremely well for their future well-being. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils enjoy dance, drama, art and music from different cultural backgrounds.

Quality of provision

Teaching and learning

Grade: 1

Teachers and pupils are enthusiastic partners in learning, and this promotes excellent achievement. Lessons are very thoroughly planned, providing a variety of engaging activities and the correct support and challenge for all. This process is underpinned by excellent assessment, which enables teachers to adjust their plans as required. Teaching assistants work closely with teachers. They are involved in planning, know pupils and their needs exceptionally well, and support their learning with enthusiasm and skill.

Teachers manage pupils exceptionally well. No one is allowed to step out of line, even for a moment. Teachers provide many opportunities for independent work, and pupils enjoy these. They behave and concentrate extremely well, both alone and in collaboration with their peers.

Teachers have very good subject knowledge. Their confident approach is transmitted to pupils and lessons have a 'can do' feel, helped by the generous praise given to pupils who shine. Marking is thorough and often done alongside pupils, providing helpful advice on how to improve.

Curriculum and other activities

Grade: 1

The curriculum provides stimulating, challenging activities that are closely matched to pupils' needs. Weaknesses in religious education and ICT from the previous report have been fully addressed. Teachers use the good ICT equipment to enliven lessons and develop pupils' skills. Lesson plans helpfully link subjects together. For example, the text chosen to help develop Year 2 pupils' understanding of glossaries was a science book, detailing pupils' recent electrical investigations.

The school links with local experts to enrich the curriculum. In one recent project, pupils made short films, some of which were shown to a national audience. Other arts also feature strongly and pupils enjoy creating both pottery and poetry. Visits to local galleries and theatres provide further stimulating experiences.

Care, guidance and support

Grade: 1

Robust systems ensure that outstanding academic and personal guidance go hand in hand. Pupils' personal development is a high priority and staff respond to any concerns promptly. Pupils learning English as an additional language get excellent support, helping them make progress similar to their peers.

Thorough arrangements ensure pupils' safety. Vulnerable pupils are sensitively supported, with excellent links with outside agencies providing additional help. Risk assessment is rigorous.

Child protection procedures are thorough and all staff appropriately trained. Monitoring and tracking of pupils' progress is thorough and is used to set challenging targets to improve standards. The school has plans to make these targets unique to each pupil.

Leadership and management

Grade: 1

The school works cohesively to ensure that all pupils have the best possible start in life. The headteacher's powerful commitment to raising standards and promoting the personal development and well-being of pupils creates a common sense of purpose among all staff. Rigorous self-evaluation, led by senior managers, ensures the school knows its strengths and weaknesses, and it acts very effectively to deal with the latter. The school keeps a close eye on the shifting nature of its intake as different minority ethnic groups move into the area, and adjusts its practices accordingly.

The inclusion of all learners is central to the school's vision and it works most effectively, in collaboration with numerous partners, to dismantle barriers to pupils' progress. Parents are actively engaged to help support learning, which is helped by the provision of a parents' room. They are welcomed warmly into school, and many follow courses run by the school to develop parenting skills and improve understanding of what their children are learning. Many are very grateful for these opportunities. The school's contribution to community cohesion is outstanding. Governors provide strong support, but do not have effective systems to monitor independently.

Planning for the future identifies the correct priorities and sets out clear pathways for improvement. The school has the clarity of vision and energy to ensure that its capacity for improvement in the future is outstanding.

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.

Annex A

Inspection judgements

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

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
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	1

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 interests of learners?	1
How well are learners cared for, guided and supported?	1

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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
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	2
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**Text from letter to pupils explaining the findings of the inspection**

15 December 2008

Dear Children

Inspection of South Harringay Infant and Nursery School, London, N4 1BA

Thank you very much for the welcome you gave to the inspectors when we visited your school. We know you really like school, because you told us. We agree with you that the school is excellent.

You achieve extremely well because the way your teachers help you learn is outstanding. By the time you are ready to leave, your work is at about the same standard as most girls and boys in England. Your behaviour is super and this also helps you learn. Well done! You are growing up as friendly, sensible young people and the school helps this by looking after you really well and giving you very good advice, especially about your learning. The mix of topics you study (called the curriculum) is outstanding and we know you think what you study is really interesting.

All these good things are mainly due to the excellent way the school is led and managed. The headteacher and her team care deeply about every one of you and make sure that you get every chance to grow up happy and confident. They are really well organised, so that the school is a smashing place to come to every day.

There are still two things where we would like the school to improve.

- There are still quite a lot of absences, so we are asking the school to work hard to reduce these. You can help by coming to school whenever you can.
- The outside play area for the Reception classes is not near enough to the classrooms, so is not very well used. We are hoping the school will be able to build new outside play areas soon.

Thanks for all your help. It was lovely meeting you. Happy Christmas!

Yours faithfully

John Carnaghan

Lead Inspector