



St Mary's CofE Junior School

Inspection Report

Unique Reference Number 102138
LEA Haringey LEA
Inspection number 276659
Inspection dates 6 March 2006 to 7 March 2006
Reporting inspector Charalambos Loizou AI

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

Type of school	Junior	School address	Rectory Gardens
School category	Voluntary aided		Hornsey
Age range of pupils	7 to 11		London N8 7QN
Gender of pupils	Mixed	Telephone number	02083404898
Number on roll	220	Fax number	02083404898
Appropriate authority	The governing body	Chair of governors	Father Geoffry Seabrook
Date of previous inspection	11 September 2000	Headteacher	Mrs Rosalind Wilkinson

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average size junior school situated in Haringey, North London, in an area of social and economic disadvantage. Most pupils come from the local area which has an ethnically diverse community. This is partly reflected in the school as nearly one third of the pupils learn English as an additional language, but none are in the early stages of spoken English. The large majority of pupils are of white British, black Caribbean or African heritage. The attainment of pupils when they first join the school in Year 3 is broadly average but varies from year to year. The percentage of pupils eligible for free school meals is above average. The proportion of pupils with emotional, behavioural and learning difficulties or disabilities as well as those with a statement of special educational need is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspectors agree with the school that it provides a satisfactory education and there are some good features. Pupils enjoy school and have good attitudes which are reflected in good attendance levels. This is having a significant impact on relationships and behaviour. The pupils' personal development and behaviour are good. The care and welfare of all pupils and the support they receive are also good. Assessment is satisfactory although the guidance pupils receive about how best to improve their work is not consistent. The majority of pupils make satisfactory progress and those with learning difficulties and disabilities make good progress. They reach the standards expected for their age in all subjects and the school gives satisfactory value for money. Pupils with learning difficulties and those with special educational needs do well because they receive good support. The teaching is satisfactory overall. There is some good teaching that accelerates pupils' progress, but there is also some less effective teaching that does not challenge all pupils, especially in mathematics. In the past three years there has been good improvement in English standards but in mathematics, too few pupils reach the higher levels of attainment. The curriculum is satisfactory and is enhanced by a good range of activities such as sport, the creative and performing arts, as well as educational visits. Leadership and management are satisfactory. The headteacher and key governors know the school well. Accurate self-evaluation has identified what needs to be improved further, including some aspects of the teaching. The headteacher, governors and senior staff have guided improvements with reasonable success since the last inspection, especially in raising standards in English. The school's capacity to improve further is satisfactory and in nearly all respects the school's assessment of its performance and effectiveness matches that of the inspectors.

What the school should do to improve further

* Ensure that more teaching is of good quality especially in challenging pupils of average and higher ability. * Raise standards further, especially in mathematics so that more pupils reach the higher levels of attainment. * Apply more consistent procedures to help pupils understand better their learning targets and the next stages of their learning.

Achievement and standards

Grade: 3

When the pupils join the school standards are similar to those found in schools nationally at age seven. They make satisfactory progress and by Year 6 reach average standards in English, mathematics, science and information and communication technology (ICT). The 2005 national test results for Year 6 pupils were slightly better than in 2004. However, not all pupils reached the targets set for them. More pupils reached the higher levels of attainment in English and science than in mathematics. The school recently put in place measures to support and enhance learning for pupils of average and higher ability, especially in mathematics, but these have yet to take

effect across the school. Pupils' satisfactory progress in ICT is a good improvement since the last inspection when standards were too low. In lessons, pupils demonstrate good reading and writing skills. The pupils with special educational needs and those with learning difficulties achieve well because they receive regular, good-quality support.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils enjoy coming to school and attendance rates are good. They make good progress in their spiritual, moral, social and cultural development. School rules are clear and pupils know how to form positive relationships. The vast majority of pupils behave well. A small number of pupils who have emotional and behavioural difficulties sometimes behave less well and, on occasion, this disrupts the learning of others. Some parents are concerned about this but the school does its best to minimise interruptions to learning and this is effective. Teachers and support staff are particularly skilled at intervening and supporting pupils which enables them to think about their responsibilities and behaviour. The school is making use of its links with the local church to provide good opportunities for spiritual experiences. Cultural development is strong. Pupils have many opportunities to learn about the literature and music of their own and other cultures. Pupils understand the importance of eating healthily and of exercising regularly. Pupils know the importance of citizenship and have good opportunities to learn enterprise skills and contribute to the school's community through, for example, their involvement in a local regeneration project aimed at revitalising the area and improving the physical environment. The school council provides an effective voice for pupils' ideas and views. A particularly successful peer mentoring scheme, the 'mediators', enables pupils to train to help others to cope well with concerns or worries. Pupils use basic skills, including ICT skills, well which prepare them for future life.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall, and in some lessons they are good. Activities are well organised and routines well known by all pupils. These factors ensure that time is used well and learning develops at a good pace. Teachers have high expectations and pupils respond well by working with commitment and endeavour to carry out tasks as well as they can. In the most effective lessons teachers use good questions in a challenging way to ensure all pupils are fully involved and think deeply about their learning. When lessons in creative and practical subjects are taught by specialists, pupils gain from the teachers' expertise. In some lessons observed, teaching did not ensure that the pace of learning was fast enough. Activities or class discussions go on for too long, so that some pupils find it difficult to maintain their concentration. Some of the work has not been planned well enough to challenge and meet the needs

of different abilities. Teachers do not always ensure that all pupils are paying attention or work with maximum effort. Assessment is satisfactory in that it helps to track the progress of individuals and groups of pupils. Teachers mark work regularly and their comments are encouraging to pupils. However, this is not consistent in all classes. Teachers do not always make sufficient reference to the pupils' learning targets to help them understand what they need to do to improve.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with good elements. It enables pupils to make satisfactory progress in their learning. The curriculum for English, particularly writing, is effective and makes a significant contribution to pupils' achievement in English. Pupils have many opportunities to practise and improve their mathematics and English skills in other subjects. Pupils with learning difficulties benefit from being able to follow a special literacy programme that is designed to meet their needs well. Recent changes to the way groups of pupils are organised for extra work in mathematics is beginning to accelerate their progress. Pupils study French in Year 6 which enhances their learning, having a positive impact on their literacy skills and cultural development. The curriculum for ICT has been improved significantly since the last inspection. Pupils in all years are developing their ICT skills satisfactorily as a result. In planning its programme for pupils' personal and social development, the school places a strong emphasis on helping pupils to consider the emotions and feelings of themselves and others. Enrichment of the curriculum is good. After-school clubs, trips and visitors to the school, provide opportunities to take part in a range of instructive and enjoyable sporting, cultural and creative activities.

Care, guidance and support

Grade: 2

Pupils are well cared for and procedures to protect them are good. The staff are particularly effective in helping pupils with emotional and behavioural difficulties, including those with special educational needs, to improve their behaviour and to apply themselves in lessons and at other times. The staff value the pupils and attend to their needs. As one pupil said, "I like the teachers because they work very hard for us and want us to do better." Governors and staff carry out systematic risk assessments and health and safety checks. Parents feel welcome and they trust the staff to take care of their children. Systems to assess pupils' work are satisfactory and data about the pupils' academic performance is used to interpret trends and to identify underachievement. Pupils generally understand what is expected of them in lessons, especially in English and in writing in particular, but are not so sure about the next stages of their learning in other subjects in order to reach higher levels of attainment.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher and governors know the school well. This is reflected in their accurate self-evaluation and satisfactory improvements since the last inspection. There is good team work. Coordinators are keen to develop their monitoring skills to raise standards further in their subjects. Analysis of the pupils' performance has been thorough and has helped to improve standards in English. The school's track record in maintaining and improving standards and its capacity to continue this are satisfactory. Whilst the monitoring of lessons is systematic and well established there is still more to be done to improve the teaching so that more of it is of good quality. The management of provision for pupils with learning or behavioural difficulties and those with special educational needs is good. This means the pupils achieve well and improve their behaviour and attitudes to school. Governors carry out their roles appropriately. They have effective systems to monitor the school's performance and ensure satisfactory value for money. Most parents hold positive views about the school and both staff and governors provide good opportunities to listen to the views of parents who have concerns. Support staff are well deployed and resources are of good quality, including outdoor areas and equipment which create a positive learning environment. Resources for ICT have improved since the last inspection and the use of computers to support learning is satisfactory.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

We were pleased to visit your school and to see that most of you behave well and look out and care for each other. The special 'mediators' were very proud of the work they do to help you in the playground. Many of you told us that you enjoy coming to school. We know this is right because most of you come to school every day and your attendance is good. I am writing this letter to you to explain what the inspectors found out about your school.

Inspectors believe that the school provides a satisfactory education. In the good lessons that we saw your teachers helped you to understand things better but not all lessons made sure that your work was set at the right level. We were pleased with your writing and we know that the school has improved the way you learn computer skills. The staff and governors take good care of you. You have good opportunities to take part in special activities and events as well as some exciting visits to special places.

There are three main things we would like the school to do to improve further: * We saw some good teaching and would like the school to make sure that there is more of this in every class. * We think you could do better in mathematics and reach higher standards. * We would like your teachers to make clearer what you need to do to improve your work and reach your targets. Thank you for making us welcome. I wish you all the very best for the future.