

Inspection of a school judged good for overall effectiveness before September 2024: Rokesly Junior School

Rokesly Avenue, London N8 8NH

Inspection dates:

17 and 18 December 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils are happy and safe and thrive in this inclusive school. They feel well supported by adults who listen to them and take their concerns seriously. Pupils confidently explained that they have trusted adults to turn to if they ever feel unsafe. They talk enthusiastically and positively about what they learn. Pupils know that their education at school prepares them well for the future.

The school has high aspirations for all pupils. This ambition is reflected in the challenging and engaging curriculum. Pupils rise to these expectations, showing pride in their learning and achieving very well. They enjoy sharing their learning, particularly during assemblies or projects that bring their work to life, such as presentations of their adventure story maps on 'No Pens Day'.

Behaviour is calm and purposeful. Pupils show respect for one another and for their teachers. During lessons, they work well together, using techniques such as talking trios to reflect on and improve their learning. This approach also means that all pupils are able to share their views and ideas. The school has high expectations for pupils' behaviour. It ensures pupils understand why rules are in place and teaches them how to reflect on positive behaviours. This creates a supportive, respectful environment where all pupils feel valued and can succeed.

What does the school do well and what does it need to do better?

Leaders have created an ambitious and carefully sequenced curriculum that builds pupils' knowledge and understanding well over time. In history, for example, pupils in Year 3 begin by exploring important ideas about ancient civilizations. Year 6 pupils then use and build on what they have learned when they study the Mayans and Benin. In geography,

Year 5 pupils delve into topics such as climate change and California's water usage, deepening their understanding of what they have previously learned about human and physical geography. Teachers ensure learning is both accessible and challenging, promoting discussion and encouraging pupils to articulate their ideas confidently. Promoting pupils' communication and language is at the heart of the curriculum. This approach fosters not only knowledge but also pupils' ability to explain and debate effectively. Pupils achieve highly across subjects.

Support for pupils with special educational needs and/or disabilities is a key strength of the school. These pupils work alongside their peers, completing the same tasks with appropriate support to help them succeed. Teachers and teaching assistants work closely together to ensure that pupils with additional needs are included fully in the classroom. For instance, resources such as picture icons and visual aids are used consistently to support all pupils with language development. When pupils find particular aspects of learning hard, they benefit from well-structured additional support to help them catch up. This inclusive approach promotes high expectations and independence for all pupils.

Reading is prioritised across the school. Leaders have introduced a rigorous, sequential approach to phonics that continues from the infant school. Pupils who require additional support, including those who are at the early stages of reading and those who join the school mid-year, benefit from targeted extra teaching. These pupils have regular opportunities to read with adults, engage with carefully chosen texts and develop fluency and comprehension. Pupils speak enthusiastically about reading, citing visits from authors and the school's published poetry book as highlights.

The school's approach to fostering pupils' personal development is a significant strength. Leaders have created a wide range of opportunities that extend beyond the expected. The school's annual trip to France is particularly impactful, as pupils visit a French school to practise their language skills with local children. Pupils participate in residential trips that build confidence and independence. For instance, Year 6 pupils visit an outdoor education centre in South Wales, where they engage in activities such as climbing, caving and orienteering. These experiences not only challenge pupils physically, but also encourage self-awareness, resilience and the ability to work effectively as part of a team. After-school clubs include music, sports and drama, helping pupils discover and celebrate their talents.

Behaviour is calm and focused. Pupils show respect for their peers and teachers, creating a purposeful learning environment. Attendance is strong, and the school supports families who face barriers, including those who have moved out of the local area, by signposting where support can be found.

Leaders know their school well and continually strive to improve. Staff spoke of feeling valued and well supported through high-quality training opportunities and manageable workloads. Parents speak highly of the school's work, praising its commitment to academic success, personal development and ensuring that all pupils become global citizens.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in June 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102106
Local authority	Haringey
Inspection number	10345778
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	303
Appropriate authority	The governing body
Chair of governing body	Kate Barry
Headteacher	Bola Soneye-Thomas
Website	www.rokesly-jun.haringey.sch.uk
Date of previous inspection	27 March 2019, under section 8 of the Education Act 2005

Information about this school

- Rokesly Junior School is located on the same site as Rokesly Infant School. The executive headteacher and other senior teachers work across both schools.
- The school does not currently use any alternative provision for pupils.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- During the inspection, the inspector met with the executive headteacher and other school leaders. He also met with a group of governors and a representative from the local authority.
- The inspector visited a sample of lessons in a range of subjects, spoke with pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.
- The inspector considered the views of parents through responses to the online survey, Ofsted Parent View.
- The inspector gathered the views of pupils and staff through Ofsted's pupil and staff surveys, as well as discussions conducted throughout the inspection.

Inspection team

Adam Vincent, lead inspector

His Majesty's Inspector

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