

Eden Primary

Inspection report

Local authority	Haringey
Inspected under the auspices of	Pikuach
Inspection dates	15 th July 2013
Lead inspector	Sandra Teacher

This inspection of the school was carried out under section 48 of the Education Act 2005.

Type of school	Primary
School category	Free School
Age range of pupils	4-6
Gender of pupils	Mixed
Number on roll	60
Appropriate authority	Governing Body
Chair	Mr Peter Kessler
Headteacher	Jo Sassienie
Date of previous school inspection	No previous inspection
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Introduction

Inspection team

Sandra Teacher Lead Inspector

Jeffrey Leader Team Inspector

This inspection was carried out by two inspectors. They visited eight lessons or parts of lessons including *tefillot* (prayers). They held meetings with governors, staff and groups of children. Inspectors observed the school's work, and looked at a range of documentation including children's written work, teachers' lesson plans, the Jewish Studies Curriculum, the school's Self-Evaluation document and the school's improvement plan. The Lead Inspector had a discussion with the HMI (Her Majesty's Inspector) following the protocol that exists between Ofsted (Section 5) and *Pikuach* (Section 48), as the Pikuach inspection took place a week after the Ofsted inspection.

The inspection team looked in detail at the following:

- The progress pupils make in Jewish education
- The quality of teaching in Jewish education
- Leadership and Management in Jewish education
- Spiritual, moral, social and cultural development including Collective Worship.

Information about the school

Eden Primary is a one form entry cross-communal inclusive Jewish Primary School that also welcomes children from the wider community. The school was created by a group of interested trustees under the Free School initiative. The school currently has 60 pupils on roll. It opened in September 2011 with one full Reception class of 30 children in temporary accommodation at Fortismere School. At the end of August 2012, the school moved into a new building and opened two weeks later with two full classes in Reception and Year 1. All Reception pupils returned to Year 1, both classes are full and there is a waiting list.

The school is located between Muswell Hill and East Finchley in North London. The children all live within approximately 2 miles of the school. Attainment on entry to Reception is average or above age related expectations in many cases. Approximately 10% of the children on roll are not Jewish and the Jewish children represent the range of Jewish backgrounds from orthodox to secular. Many of the families practise Judaism in their home life in diverse ways which are celebrated and valued by the school. Four families have at least one Israeli/Hebrew speaking parent. The majority of the other parents do not speak Hebrew although some have knowledge and skills in speaking, understanding and reading Hebrew.

At Eden all teachers are expected to teach both Jewish and general education in order effectively to integrate teaching and learning seamlessly and also to present an inspiring role model to the children. The school's goal is to put together a team that can teach all aspects of its curriculum (Jewish Education, General Education and Hebrew) to each class.

The school aims to provide its children with a grounding in Jewish Culture which it defines as learning about Jewish art, Jewish literature, Jewish history, philosophy, drama, architecture and entertainment. Eden believes that being Jewish means more than purely religious understanding.

The school bases its ethos on the following three principles:

- Tolerance and Understanding
- Jewish Teaching
- Pupils' Achievement

Inspection judgements

Overall effectiveness	2
The achievement of pupils in their Jewish education	2
The quality of teaching and assessment	2
The extent to which the Jewish Education curriculum meets pupils' needs	2
The extent of pupils' spiritual, moral, social and cultural development including the duty to fulfill the daily act of collective worship	1
The effectiveness of leadership and management of Jewish Education, including through partnerships	2

Overall effectiveness: the quality of Jewish education provided in Eden Primary is good because:

- Spiritual, moral, social and cultural development is outstanding because diversity and difference are valued and celebrated and the school is very successful at meeting its aims.
 - The drive, commitment and inspiration of the head, governors and senior leaders ensure that the children make good progress and achieve well in their Jewish education.
 - The curriculum has been well thought through and enables the children to link Jewish learning to their everyday lives.
 - Teaching overall is good and relationships are excellent, modelling on the Jewish ethos and values.
 - Partnerships with parents are outstanding and the family atmosphere within the school strengthens the children's education.
 - *Ivrit* (Modern Hebrew) is well taught enabling the children to make a good start in the development of a modern foreign language.
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- **It is not yet outstanding because:**
 - The quality of teaching needs to be consistently good.
 - The good start made on curriculum development still requires further work.
 - Summative assessment systems for both the Early Years and Key Stage 1 are not yet fully in place.

What does the school need to do to improve further?

Improve the quality of teaching by :

- ensuring that all teaching is at least good or better building in assessment systems for Jewish education that will inform future planning to enable children to make even better progress.
- continuing with the development of the Jewish education curriculum so that progress can be systematically measured year by year.
- developing ways in which information and communication technology (ICT) can be integrated into the Jewish education curriculum so that it becomes part of 21st century learning.

Achievement of pupils at the school is good:

Achievement and progress is good for all pupils including those who are not Jewish. Those with special educational needs and those who don't speak English at home, also make as good progress as their peers and achieve well in their Jewish education.

In both classes, the children know about *Shabbat*, *chagim*, *Rosh Chodesh*, but the greatest strength is in their sense of identity, which celebrates diversity both within Judaism and between other faiths, beliefs and cultures. Music and song reinforce the *tefillot* (prayers) they experience first thing in the morning, but rather than being part of a standard service, children sing the songs for pure enjoyment and meaning. The school might consider ways in

which a stronger connection could be made between words they know in *Ivrit* (Modern Hebrew) and the same words when they present themselves in their prayers.

They make particularly good progress in learning Modern Hebrew, with Year 1 children easily able to understand directions in Hebrew given by the teacher and to respond in Hebrew. Throughout the school, there are signs in both languages to reinforce the reading recognition and the acquisition of key vocabulary.

As yet, the school has not set up a baseline covering all aspects of Jewish education, so that summative assessment is an area for development, although all staff know the children really well, and can clearly identify next steps in learning.

The integration between Jewish education and daily learning is an area the school is working hard to develop. Some really good examples were seen during the inspection visit, such as making *Kiddush* cups in art, or writing a story about the Exodus and the journey from Egypt in Literacy. However, there were still some missed opportunities for the children to make even better progress with their Jewish learning through the use of word banks, books, resources, artefacts, pictures or ICT.

There is clear evidence that the children's subject knowledge builds effectively on prior learning. So for example, when the children were making their *Rosh Chodesh* diary covers and the teacher asked them the name of the current month, they answered *Av* and were also able to tell her the name of the preceding and following months.

The Quality of teaching and learning and assessment in the school is good:

The quality of teaching and learning overall is good, because all adults know the children really well and there are excellent relationships. Jewish education is also taught by the class teachers who deliver all parts of the curriculum except for Hebrew. This enables integration with the National Curriculum subjects, as well as the delivery of Jewish education through other lessons, all of which is generally very successful. Each child made a beautiful *Haggadah*, so that they could take their learning home and participate fully with their families at a Seder if relevant and share their knowledge. Cultural differences were identified so that the children learnt from each other and shared personal experiences. Class teachers and all other adults receive effective support, both from the school and external consultants, particularly with regard to Jewish subject knowledge.

Elements of good teaching occurred when all the children were engaged and definitely a purposeful learning environment was created. The explanations were clear and the teacher when explaining about *Tisha b'Av* guided her class through a series of discussions based on the children's ideas of what was a special place for them. This led onto a discussion of how they would feel if their special place was destroyed. This in turn, gave the children an insight into the sadness felt about the loss of the Temple. This insightful teaching allowed the children to also understand the importance of helping others, and they were able to relate this to a recent event when the school was able to give support to its Muslim neighbours.

The teaching of Hebrew is exciting and fun, and there is expertise in using a range of different schemes and methods adapted to the needs of individual children. However, the use of ICT would be an additional benefit.

In the Early Years, children become independent learners, and learn the *bracha* for lighting the *Shabbat* candles. Personal, social and emotional development is strong. The school realises that there is still scope for improvement particularly in the integrated sessions where in activities that relate to Jewish Studies, the Lesson Objective could be built in to the seven areas of learning both for indoor and outdoor play.

The school employs an Israeli peripatetic music teacher who, to the accompaniment of her guitar, teaches the children a range of Hebrew songs and prayers which they sing with gusto and obvious enjoyment. After each song, she asks them the meaning of key words in order to reinforce their understanding of Hebrew.

There are definite plans to set up a baseline for Jewish education and to put in place a more systematic and comprehensive assessment scheme that will enable a clearer identification of the standards that individual children can achieve, so that they can make even better progress.

Marking is generally good and comments made by teachers in the children's workbooks are generally helpful and informative. However, a clearer description of the next steps in learning as regards their Jewish knowledge, rather than say just literacy skills, would enrich the learning even more.

The displays around the school improve the learning environment, so that for example, the children can be constantly reminded of Israel and their links to it, whenever they see the Israeli flag that was carried during the Olympic ceremony proudly on display.

The quality of leadership and management and governance of the school is good:

The drive, ambition, inspiration and commitment of the head, senior leaders and governors is outstanding and has enabled this school to build strong foundations for its future. Family and inclusion lie at the heart of Eden and the strong involvement of all parents who are wholly supportive of the school's ethos and direction, contributes to the learning environment. They work hand in hand with the professional staff, for the benefit of both their children and the school community.

A tremendous instance is when the entire school community went off together to collect their *Sefer Torah* from the Czech Memorial Scrolls Trust. This was then placed in their *Aron Hakodesh* which was designed and crafted for the school by the Chair of Governors and is another example which reflects the passion of the governing body to ensure that this school succeeds in its Jewish journey.

Almost all the families are going away for a weekend camping experience together, and this can only enrich the sense of family and community.

The leadership team is very strong and embodies the aims and ideals of the school and is constantly working to disseminate them to all adults in the school community. It is still on a journey to ensure that the best practice is accepted and learnt by all.

The school has searched for the best expertise to support all the areas of learning by making close links with many schools, and educational advice groups, both Jewish and non Jewish, always searching for best practice, and the Curriculum Committee reflects this by having members who are both knowledgeable and experienced. They are evaluating the benefits of interactive learning to make Jewish education come alive for these 21st century learners.

They have developed the learning outcomes for the future Year 6 pupils. The formal curriculum is a living, working document meeting the diverse needs of the whole community. Pupils are introduced to Jewish history, religious practice and ethical values with relevance and a sense of engagement. A wide and stimulating range of additional activities enhances the curriculum and provides the children with a rich experience of Jewish life and beyond. These include music, art, dance and special events such as the *Chanukat Habayit*, which was the celebration of the opening of the new building, and which is reflected artistically within the 'Spiritual Screen' designed by the school's artist in residence.

The Quality of pupils' spiritual, moral, social and cultural development is outstanding:

The spiritual, moral, social and cultural development of pupils at Eden is outstanding. *Tefillah* (Prayer) fulfils the statutory requirement for Collective Worship. It is also a very positive Jewish experience in which a love of Judaism shines through as the pupils say *tefillot* (their prayers). A prime aim of these assemblies is to help children develop an understanding of what the prayers mean, and the children know the *modei ani* and the *shema* and a range of other *tefillot*. This was made more relevant by the teacher who explored the concepts of 'want and need' leading to both good spiritual and moral development.

During the *Shema*, they not only sing the *Shema* but also act out key words in order to reinforce learning; for example, 'When you lie down and when you get up.' Really impressive was the fact that the teacher asked them during *tefillah*, 'How could you put these important words upon your head?' and a child replied; 'By wearing *Tefillin*.'

Prayers are also reinforced at lunch time in Café Eden, when the children say *hamotzei* (the blessing over bread) and give thanks to G-d for providing food.

During lunchtime children are encouraged to help each other and each table has child servers, which gives them opportunities for responsibilities and independence.

Cultural development is outstanding and the philosophy of understanding the world from the starting point of our own culture is fundamental to teaching and learning throughout the school. The projects produced by the children on 'Fascinating Families' reflect this learning from and about each other. Supporting the local community through housing the '*Haringey Chanukiah*', is yet another example amongst many.

The school stands as a model of good practice for the other schools in this respect.

Views of parents and carers

Pikuach used the recent Ofsted Parent View survey also and spoke to a group of parents during the inspection visit. They are unanimously supportive of the school and in the words

of one parent: 'This school has been made for my child. What we have only learnt from him since he started school, has changed our whole outlook on Judaism.'

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	Requires Improvement	A school requiring improvement is not 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.