

# Eden Primary School

79 Creighton Avenue, London, N10 1NR

**Inspection dates** 2–3 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- In the comparatively short time that the school has been open, pupils have made good progress, especially in reading, writing mathematics, speaking and listening.
- The quality of teaching is good. Teachers and support staff know the pupils very well and ensure that teaching meets the individual learning needs of each pupil.
- Teachers plan interesting lessons and pupils say that they enjoy coming to school. They read widely and confidently and use their reading, speaking and listening skills well in all the subjects that they study. Pupils are well prepared for the next stage in their education.
- The school articulates an exceptionally strong ethos, which is reflected in the good behaviour and positive attitudes of the pupils.
- Art and drama are particular strengths and help to broaden and develop pupils' skills and experiences.
- Senior leaders have created a united staff team which works tirelessly to drive improvements further. The school is in a strong position to build upon its early strengths and consequently has a good capacity to improve.
- Governors are highly effective in the way that they support and challenge the school.
- The school's work with parents and carers and the local community is outstanding.

### It is not yet an outstanding school because:

- Teaching, although good overall, does not always ensure that all pupils are consistently focused on their learning.
- Pupils are not always sufficiently clear about their targets in mathematics.
- Teachers' marking does not consistently model handwriting that is of a high enough standard.
- Plans to develop pupils' skills in mathematics from next year are not fully finalised.

## Information about this inspection

- The inspector evaluated the quality of teaching in both classes. He observed eight lessons taught by four teachers and an artist-in-residence. Some lessons were observed jointly with the headteacher and deputy headteacher.
- Discussions were held with pupils, the Chair of the Governing Body and a governor, the headteacher and senior leadership team, staff and the School Improvement Partner.
- The inspector observed many aspects of the school's work. He heard pupils read and scrutinised their work in exercise books, folders and on wall displays.
- The inspector looked at a number of documents, including the minutes of meetings of the governing body, plans for what pupils learn in each subject, plans for the school's future development, the school's arrangements for keeping pupils safe, pupils' attendance records, records of how pupils' progress and attainment are checked and tracked, and records of how the school checks on the quality of teaching.
- The views of parents and carers were taken into account through the scrutiny of the 57 responses to the online Parent View survey and a meeting with a representative group of parents and carers. Every parent and carer responded to the survey.
- Staff views were taken into consideration by looking at questionnaires completed by 10 staff members.

## Inspection team

Chris Nye, Lead inspector

Her Majesty's Inspector

## Full report

### Information about this school

- The school is a much smaller than average sized primary school. It opened in September 2011 with 30 pupils in the Early Years Foundation Stage. A further 30 pupils started school in September 2012, so the school currently teaches pupils in Reception and Year 1 classes.
- The school was established under the government's Free School initiative to provide a Jewish education programme for Jewish and non-Jewish pupils from the local area.
- Although the school currently has pupils in the Early Years Foundation Stage and Key Stage 1, it has been established as a primary school to cater for pupils up to Year 6 in Key Stage 2. The school currently admits pupils each year to the Reception class only and will build up its pupil numbers accordingly.
- The proportions of disabled pupils and those with special educational needs supported at school action and school action plus are much lower than in other schools. Their difficulties range from speech, language and communication needs, moderate learning difficulties and physical disabilities. No pupils have a statement of special educational needs.
- No pupils are currently eligible for the pupil premium. This is additional funding for looked after children, pupils known to be eligible for free school meals or pupils with a parent or carer in the armed services.
- Almost all pupils are of White British heritage and very few speak English as an additional language.
- After spending its first year in temporary accommodation, the school moved into new, purpose-built premises in September 2012.

### What does the school need to do to improve further?

- Further improve the quality of teaching so that a greater proportion is outstanding by:
  - ensuring that all pupils are consistently attentive and that the pace of their learning is as good as in the best lessons
  - ensuring that pupils clearly understand their targets in mathematics
  - ensuring that teachers' marking of pupils' work consistently models high standards of handwriting.
- Strengthen existing plans for mathematics to ensure that pupils build successfully upon the numeracy skills that they have already acquired.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achievement is good because in the short time that the school has been open there is secure evidence that they make good progress in reading, writing and mathematics and their attainment compares favourably with the expected levels of attainment for their age.
- Children start school with skills that are broadly in line with, or slightly above, the levels expected, although in writing and physical development they are slightly below those found in other schools. In the first year of the school's existence, children made good progress, with almost all achieving or exceeding the expected levels by the time they transferred to Year 1. Although writing skills were weaker, these were still above average. Children achieved particularly well in their personal, social and emotional development, mathematical skills, reading and creative development.
- At the start of the current year, most children also entered the Reception class with skills in line with, or slightly above, the expected levels, except in writing, physical development and technology, which were slightly below expectations for their age. This cohort has also made good progress and almost all children are on track to achieve or exceed all their early learning goals, with communication and language, mathematics, understanding the world and the expressive arts being areas of particular strength.
- Pupils in the Year 1 class have successfully built upon the good start that they made in the Reception class and all of them are on track to meet expected levels in reading, writing and mathematics, with a larger proportion than that found in other schools on track to attain the higher levels. This is good progress.
- Progress in writing was a little slower at the start of Year 1, but the strong focus placed on spelling, grammar and punctuation has resulted in a rapid and secure improvement in the quality of pupils' written work.
- Pupils are enthusiastic readers and are actively encouraged to develop a love of a wide range of literature. This is enhanced by a well-equipped and organised library and the high levels of support from pupils' families.
- Pupils are articulate and speak clearly, but some are less skilful at listening to teachers and each other.
- Phonics, (linking letters to the sounds that they make), is very well taught and as a result almost all pupils achieved above average scores in the recent Year 1 phonics screening.
- Disabled pupils and those with special educational needs make the same good progress as their peers. This is because they are well supported through individual learning programmes that are specifically designed to develop their skills in small, progressive steps. Similarly, the few pupils who speak English as an additional language make good progress, relative to their starting points, and attain well against national comparisons in reading, writing and mathematics.
- Pupils are enthusiastic learners and achieve well in art and drama, speaking and listening.
- All the parents and carers who spoke to the inspector and the overwhelming majority who responded to the online parent survey said that their children make good progress. The pupils who met inspectors also expressed very positive views about their learning and progress.

### The quality of teaching is good

- Overall, teaching is good in all subjects, including English and mathematics, and across both classes. This is the main reason why pupils achieve as well as they do. During the inspection, no inadequate teaching or teaching that required improvement was observed and in each lesson pupils made good progress. However, teaching is not yet outstanding because there are some inconsistencies over time in the quality of teaching so not all is as good as it could be.
- Lessons are planned to ensure that activities build upon pupils' previous learning and meet the needs of their wide-ranging abilities. The best lessons ensure that imaginatively planned tasks

encourage independence, cooperation and an enthusiasm for learning. For example, in a mathematics lesson pupils were diligently exploring the best ways of making and labelling home-made rulers with accurate standard measurements.

- Teaching enhances pupils' learning by making clear links between the subjects that they are studying. For example, in a range of lessons observed during the inspection their experiences and skills were being very well developed through music, drama, movement and writing that resulted from studying the story of Peter and the Wolf.
- Teachers and teaching assistants effectively monitor pupils' progress during lessons and use questioning techniques well to assess their understanding and then appropriately adjust the teaching to ensure that misconceptions are addressed. Teachers have good subject knowledge and make effective use of a range of materials to support their teaching and pupils' learning. As a result, pupils are keen to do well.
- The teaching of reading is a real strength throughout the school because adults model reading well and have a good understanding of how to teach phonics.
- There is a strong focus on ensuring that teaching develops pupils' positive attitudes and enjoyment of learning, including during their Hebrew studies. Consequently, teaching supports their spiritual, moral, social and cultural development very well.
- In a short period of time, a positive climate for learning has been created. Classrooms, which are bright and attractive learning environments, are well equipped and resourced. In particular, the Reception class makes good use of the outside area. A suitable range of teaching techniques is used to enhance learning. Homework is well planned and rigorously monitored, for example through the effective and detailed recording of pupils' progress in reading.
- On the few occasions where the impact of teaching on pupils' learning is less effective, the pace of learning is not brisk enough and some pupils become distracted.
- The school has rightly identified the importance of pupils being aware of their targets in writing as an initial priority, and recognise that they now need to develop clearer targets for pupils in mathematics.
- Marking policies are effective and consistently applied, so pupils are aware of what they need to do to improve. However, sometimes teachers' writing is not easy for pupils to read and does not model a sufficiently high standard of handwriting.
- Every parent and carer who responded to the online Parent View survey agreed that their child is well taught at the school. They particularly appreciate the daily newsletter from each teacher which summarises what their child has learned in school that day.

### **The behaviour and safety of pupils are good**

- Pupils are consistently polite to adults. They demonstrate high levels of care towards each other and very positive attitudes towards their learning. Behaviour policies are effective and are applied fairly and consistently throughout the school. As a result, behaviour in lessons and during break times is good. Behaviour is not outstanding because some instances of pupils' over-exuberance slow the pace of learning in a small minority of lessons.
- A strength is the way in which pupils are actively encouraged to take their social responsibilities seriously. For example, every pupil has a daily school meal and they all take turns to lay tables, serve food and clear away.
- Pupils told the inspector that they enjoy coming to school and feel safe and well cared for. Strategies such as 'Positive Playtimes' and 'Peaceful Problem Solving' are well understood by pupils and help to ensure that their experiences in the playground are happy ones. As one parent commented, 'Children feel loved and trusted by the staff.' The pupils' positive attitudes are reflected in their attendance, which is above average.
- Pupils and the school's own records indicate that there have been no incidents of bullying or racist behaviour to date. Nevertheless, pupils have a clear understanding, appropriate to their age, of what bullying and racism are and know what to do if they encounter them.

- All the parents and carers who met with an inspector and who completed the online Parent View survey were positive about pupils' behaviour and how it is managed.

## **The leadership and management are good**

- The strong drive, clear vision and high expectations of the headteacher, senior leaders and governors are the main reasons why, in a comparatively short period of time, the school has so successfully established itself as one with an exceptionally strong and clearly articulated ethos. The staff team shares a common vision and determination to make the school a success. It works as a cohesive team and, consequently, the school is in a strong position to build further on its strengths.
- Leaders at all levels are realistic about what needs to improve, and the accurate self-evaluation of the school's strengths and weaknesses is based upon rigorous monitoring of teaching and the evaluation of accurate and detailed information about pupils' progress. There are clear links between pupils' progress, teachers' performance targets and performance-related pay. Such information is also used well to identify teachers' training or support needs. The impact of such support is closely monitored so leaders are able to effect improvements in the quality of teaching.
- A wide range of monitoring and performance data is used to inform an exceptionally well-designed school improvement plan which identifies clear priorities, detailed actions and precise criteria against which to measure success. This plan is kept under constant review and is an effective tool for school improvement.
- The subjects that pupils study are wide-ranging and well planned. They include Jewish studies and opportunities to develop literacy, information and communication technology and numeracy skills across all subjects. Although the school currently only has pupils in the Reception and Year 1 classes, plans are in place for learning in all subjects across the primary age range. However, the school recognises that plans for teaching mathematics in Year 2 and beyond need to be strengthened in readiness for the autumn term, when the current Year 1 pupils move into Year 2. Learning is enriched by clubs and specialist teaching, for example in art. As a result, pupils spiritual, moral, social and cultural development is promoted well.
- A significant strength is the way in which the school works with parents and carers. All those who met with the inspector and responded to the online survey said that they felt the school was well led and managed and that they were kept well informed about their child's learning and the school's activities.
- The way in which the school actively works with, and supports, the wider community is outstanding because it demonstrates the school's strong commitment to inclusion. This is illustrated by the practical support that the school recently gave to a local Muslim community, following a fire in their community centre. This represents exemplary practice in the promotion of community cohesion.
- The school makes good use of a range of external advisers and consultants to support the establishment and development of the school. It has particularly benefited from the advice given by the School Improvement Partner and the Department for Education on establishing itself as a Free School.
- All safeguarding procedures meet statutory requirements. They are securely in place and rigorously applied. Leaders at all levels effectively promote equality of opportunity and are proactive in tackling all forms of discrimination.
- **The governance of the school:**
  - The governing body is highly effective because it is very well led, structured and organised. It has been the driving force in establishing the school. Governors bring a range of relevant skills and have been effectively trained to ensure that they provide a suitable balance between supporting the school and challenging it to improve further. They are very well informed about the school's performance and have a good understanding of how to use a range of data to

hold leaders to account. They closely monitor the management of financial resources to ensure good value for money. For example, they have ensured that the best use has been made of capital funds to provide high-quality, purpose-built accommodation. The governors have set suitable performance targets for the headteacher which link clearly to the school's drive to rapidly establish itself as a successful and highly regarded school within the local community.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	136808
<b>Local authority</b>	Haringey
<b>Inspection number</b>	400322

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	60
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Kessler
<b>Headteacher</b>	Jo Sassienie
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	020 8883 9527
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