

Inspection of Eldon Primary School

Eldon Road, Edmonton, London N9 8LG

Inspection dates: 22 and 23 February 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are happy and confident individuals who are keen to share their school with visitors. They are typically kind and considerate towards others, speaking knowledgeably about diversity within the school and local community.

Pupils generally behave well in their classrooms, when moving around the school and outside in the playground. They enjoy the activities provided for them and make sure that nobody is left out. Pupils feel safe and are kept safe. They understand different types of bullying and report any incidents to adults who resolve them quickly.

Pupils benefit from attending after-school activities that extend their interests and skills in sports, computing, performing arts and languages. Pupils understand the importance of physical and mental health. They particularly enjoy joining in with their daily keep-fit session in the playground.

Leaders have designed an ambitious curriculum that helps pupils develop their understanding of important ideas. As a result, they produce work of good quality in different subjects. However, teachers do not always check if pupils have understood important ideas. This means that some pupils do not get to practise what they need to improve.

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

Leaders have prioritised pupils' reading. This begins in the early years where children enjoy listening to familiar stories, rhymes, and songs. Staff have been well trained to teach phonics. Pupils practise reading books that are well matched to sounds and words they have learned. Over time, this helps them become increasingly fluent and accurate readers. Weaker readers understand how to break down words they find difficult, and this helps them to become more confident. Although teachers generally teach reading accurately, on occasion, this is less precise. Leaders are aware and are providing appropriate support. Over time, pupils develop a love of reading. They talk enthusiastically about the stories they read and listen to.

Pupils study a curriculum that matches the scope and content of what is expected nationally. Leaders have identified the important concepts and vocabulary they want pupils to learn in each subject. These ideas are well sequenced so that pupils return to practise, and apply their knowledge over time. For example, in science, the older pupils explain magnetic materials or how to classify living organisms. This is because they already understand more simple ideas about plants or magnets. Similarly, in mathematics, children in the early years practise comparing the length of different objects using vocabulary such as 'short, shorter and shortest'. This helps them understand measurement before being introduced to more formal units such as millimetres and centimetres.

Teachers use games and quizzes to gauge what pupils have remembered from previous lessons. At the end of each unit, teachers identify what to assess. Teachers do not always focus on the same elements. This means the important concepts that make up the broader curriculum are not assessed consistently. As a result, leaders do not get a full understanding of the impact of the curriculum across the school.

Pupils with special educational needs and/or disabilities (SEND) are accurately identified. Staff have received extensive training in this area and provide skilled support. Pupils in the additional resource provision follow a well-thought-out curriculum and have access to a range of therapeutic support. Other pupils with SEND are generally well supported in their classrooms. However, they do not always return to and practise what they need, to understand new ideas. This is because the important concepts that make up the curriculum are not assessed consistently.

In most classes, pupils behave well. They engage positively with adults and peers alike and concentrate on their learning. However, there are times when some pupils behave less positively, for example when entering the dinner hall. Systems are in place to ensure pupils come to school regularly and on time. While these have resulted in some improvements, this remains an ongoing priority for leaders.

Pupils' personal development is well considered. This starts in the early years where children learn about making choices and behaviour that is right and wrong. Older pupils talk confidently about respecting diversity and know that the use of racist, sexist, and homophobic language is wrong.

Leaders have prioritised training for all staff. This has supported teachers to have appropriate subject knowledge when implementing the planned curriculum. Staff are appreciative of the training they receive and the opportunities to develop in their roles. They feel trusted and valued by leaders and that their workload is well managed. This includes teachers at the beginning of their career.

Safeguarding

The arrangements for safeguarding are effective.

Staff have been well trained and understand their role in keeping pupils safe. This enables them to raise any concerns they may have. Leaders take these referrals seriously and ensure swift support is provided from external agencies when needed.

Pupils understand how to stay safe because they learn how to identify and manage risks. The curriculum provides them with opportunity to learn about road safety, first aid and 'stranger danger'. Older pupils are helped to understand the risks of knife crime and online grooming. Parents who responded to the Ofsted's online survey agreed that their children were kept safe in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in all subjects identifies the important knowledge pupils should learn. However, assessment is over-reliant on individual teachers choosing which elements of the curriculum to assess. Leaders should check that teachers assess the important concepts and vocabulary. This will help teachers ensure all pupils return to and practise important ideas. It will also assist leaders to evaluate the full effectiveness of the curriculum.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101988
Local authority	Enfield
Inspection number	10211669
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	910
Appropriate authority	The governing body
Chair of governing body	Harvindar Kaur
Headteacher	Jane Flynn
Website	www.eldonprimary.co.uk
Date of previous inspection	16 and 17 May 2018, under section 5 of the Education Act 2005

Information about this school

- Eldon Primary School is much larger than the average-sized primary school.
- The school admits two-year-olds as part of their early years provision.
- The school has a designated specialist provision for 16 pupils with autism.
- The school does not use any alternative provision.
- The current chair of the governing body was appointed in 2019.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspection team completed deep dives in these subjects: reading, mathematics, science, history, and physical education. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons and looked

at pupils' work. Inspectors also considered leaders' plans and pupils' work in art, geography, and modern foreign languages.

- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- Inspectors met with senior leaders, a selection of subject leaders, teachers, and the safeguarding and attendance officers.
- Inspectors met with three members of the governing body, including the chair and vice-chair. They also spoke with representatives of the local authority and the Haringey Education Partnership.
- The inspection team reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The views of pupils, parents, and staff, as gathered through discussions and Ofsted's surveys were considered.

Inspection team

Nick Turvey, lead inspector	Her Majesty's Inspector
Sarah Lack	Ofsted Inspector
Tom Canning	Ofsted Inspector
Jean Thwaites	Her Majesty's Inspector

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