

# The Eldon Federation

## Eldon Junior School

Eldon Road, Edmonton, London, N9 8LG

### Inspection dates

18–19 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Require improvement	3

### Summary of key findings for parents and pupils

#### This is a school that requires improvement. It is not good because:

- Pupils' achievement requires improvement. Progress in reading, writing and mathematics is not consistently good over time.
- The quality of teaching requires improvement because it is not good enough to ensure all pupils achieve well from their starting points.
- Pupils are not always set work that is at the right level of difficulty.
- When targets or improvement advice lack detail, pupils are not clear about how they might reach higher standards of attainment. Pupils are not always encouraged to respond to marking and feedback.
- Although leaders, managers and governors have tackled underperformance since the previous inspection, they have not yet secured consistently good teaching throughout the school.
- The school's actions to improve the quality of planning and teaching are not as effective as they should be when they are not consistently followed by all staff.
- Some leaders of key aspects of the school's work have been only recently appointed. They have not yet developed their roles fully to secure lasting improvements within their areas of responsibility.

#### The school has the following strengths:

- The school is improving. The school's information about pupils' progress shows all groups of pupils are making better progress this year.
- The pupil premium funding is helping to raise the attainment of eligible pupils. In national assessments at the end of Year 6, these pupils did as well as the others in reading and writing. The gap between eligible pupils and the others closed in mathematics.
- Pupils are keen to learn. They enjoy their time at school and behave well. Attitudes towards others are caring. They have a good knowledge of how to keep themselves safe.
- Senior leaders and governors have made sure that the federation works in close partnership. They have successfully established a culture that is ambitious to improve teaching and raise pupils' achievement.

## Information about this inspection

- Inspectors observed teaching and learning in all year groups. They visited 30 teaching sessions, including 17 sessions that inspectors visited together with senior leaders.
- Inspectors held discussions with groups of pupils, staff, members of the governing body and a representative from the local authority.
- Inspectors listened to groups of pupils reading. They looked at work in pupils’ books and the school’s information showing pupils’ progress.
- They looked at a range of documents provided by the school, including assessment information, minutes of meetings of the governing body, the school’s action plans and the self-evaluation report. Inspectors also looked at records of the monitoring of teaching, and information relating to how teachers’ targets are set and professional development. The school’s website and records relating to safeguarding were also checked.
- There were too few responses to the Ofsted online survey, Parent View, for the inspection to take them into account. Inspectors met with parents and carers informally and considered 21 responses to the staff questionnaire.

## Inspection team

Madeleine Gerard, Lead inspector	Additional Inspector
Avtar Sherri	Additional Inspector
Abigail Misselbrook-Lovejoy	Additional Inspector

## Full report

### Information about this school

- Eldon Junior is larger than the average-sized primary school.
- Pupils come from many different ethnic groups with the largest being other White backgrounds and African. A larger proportion than the national average speak English as an additional language. Few of these pupils are at the earliest stages of speaking English.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is above the national average. A smaller proportion than average are supported at school action plus or with a statement of special educational needs.
- The proportion of pupils for whom the school receives the pupil premium, which is additional government funding for looked after children, pupils known to be eligible for free school meals and the children of service families, is above the national average. There are currently no looked after children or children of service families at the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- More pupils join and leave the school part-way through their education than is typically the case.
- The school organises and manages a breakfast club.
- There have been a number of recent staff changes.
- The school is federated with the infant school and the children's centre which share the same site, executive headteacher, associate headteacher and governing body. The infant school and the children's centre were not part of this inspection.

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

- Improve the quality of teaching so that it is consistently good or better in order to raise pupils' achievement, by making sure that:
  - pupils consistently know how they might reach higher standards of attainment in their work and are encouraged to respond to targets and feedback very regularly
  - work is always suitably challenging.
- Improve the effectiveness of leaders and managers by making sure that:
  - actions and initiatives to improve the quality of teaching are consistently followed by all teachers
  - leaders in charge of key aspects of the school's work develop their roles in checking the quality of teaching and driving further improvements within their areas of responsibility.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils have not made good enough progress over time from their starting points because the quality of teaching has varied through the school. As a result, pupils' attainment in reading, writing and mathematics at the end of Year 6 in 2013 was below national averages.
- The progress made by disabled pupils and those who have special educational needs requires improvement. Extra support, closely tailored to their needs as a result of more detailed checks on the progress they make, is helping to secure better progress for them this year.
- However, disabled pupils, those who have special educational needs, and lower attaining pupils sometimes do not learn well when they are given too much help with their work or when expectations of the amount of work they can do are not ambitious enough.
- Pupils with behavioural, emotional and social difficulties are well supported to make good progress in developing personal and social skills.
- Achievement requires improvement for the most-able pupils. They have not always been challenged to make rapid progress in order to reach the highest standards of attainment in their work.
- The achievement of pupils who speak English as an additional language and those from minority ethnic groups requires improvement because their progress has not been consistently good over time. Pupils at the earliest stages of speaking English who join the school part-way through Key Stage 2 benefit from additional sessions to help them to build up their knowledge of basic English vocabulary and key phrases.
- The school's information on pupils' progress shows that faster progress in classes where teaching is better, together with pupils' good attitudes to learning, is beginning to raise standards in reading, writing and mathematics this year.
- Previously slow rates of progress in Year 3 show improvement. Through effective partnership across the federation, pupils in Year 3 appreciate being taught by some of the same teaching staff as they had in Year 2. This has helped them to settle more quickly into the school. Pupils in Years 3 and 4 are developing skills and confidence more quickly in reading because they now benefit from similar approaches to teaching reading as those used in the infant school.
- The pupil premium has funded a very wide variety of activities for eligible pupils, including additional support and guidance to boost the achievement of individual pupils and selected groups, and Saturday sessions in English, mathematics and 'multi sports'. The funding has also provided popular after-school clubs to develop physical, health and social skills.
- In last summer's national assessments, the gap in attainment between pupils who benefited from the pupil premium and the others at the end of Year 6 narrowed compared with the previous year. Eligible pupils did as well as the others in reading and writing, and were just over a term behind in mathematics, which is a better performance than that found nationally. Checks on rates of learning for current eligible pupils also show better progress.
- Using the additional primary sports funding, the school has appointed a specialist sports coach as part of its drive to further increase the participation of all pupils in physical activities. Lunchtime competitive sports are popular, including netball, rugby, basketball and hockey. Older pupils organise games for the younger ones. Together with a variety of sporting equipment for pupils to use at break time, and daily exercises for the whole school at the start of every afternoon, these motivate them to reach good standards. They have positive attitudes to keeping fit and healthy.

### The quality of teaching

### requires improvement

- The quality of teaching requires improvement because it has not ensured pupils achieve well over time. The school has an increased focus on the quality of teaching, a programme of training for staff and has introduced improvements to planning and teaching in reading, writing and

mathematics. Pupils' progress is also checked more frequently. However, variability in the standard of teaching and pupils' work remains.

- Some new approaches to planning, teaching and marking pupils' work have been recently introduced. When they are not consistently followed or put into practice by all staff, their impact on securing high-quality teaching is reduced.
- Pupils do not make good progress when work is not difficult enough to challenge the most able to reach the highest standards of attainment, or when expectations of the amount or quality of work lower-attaining pupils can do are not high enough.
- Additional adults typically support teaching effectively by helping pupils in their learning. However, disabled pupils, those who have special educational needs, and lower attaining pupils make slower gains in developing their knowledge and skills when too much of the work is done for them, particularly in mathematics.
- Pupils are not always clear how to improve or what to do to reach higher standards of attainment, for example when information on how to improve their work and feedback lack detail. Some pupils regularly respond to teachers' comments and suggestions but this is not consistent across the school and limits the rate of progress made.
- Good relationships are promoted strongly in all classes. Behaviour is managed well and pupils are motivated by adults' praise for their work. Pupils respond positively to established routines and follow instructions quickly. For example, they set to work quickly so that time is not wasted, and they stop working quickly and are ready to listen when adults ask them to do so.

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

- The behaviour of the pupils is good as the school's records of their behaviour show. They conduct themselves well in lessons and are enthusiastic to learn. Around the school they are polite and friendly. Behaviour is not outstanding because sometimes pupils need reminding of the high standards that are expected.
- Older pupils enjoy taking on responsibility, for example leading games for the younger ones, organising the healthy tuck shop and selling writing materials at break time. They show caring attitudes. Year 6 pupils take their role as 'buddies' to pupils in Year 3 seriously and eat lunch with them every day. In Year 5, pupils spend time in the infant-school playground, making friends with Year 2 pupils before they join the school.
- Pupils from a wide variety of different backgrounds get on well together because the school encourages equality and equal opportunities effectively, and tackles discrimination. They are sure that bullying of any form is rare and is dealt with well by the school, as records also show. They are confident that staff will help them if problems occur and that any concerns are dealt with quickly. Pupils say adults are fair and supportive.
- Pupils' good behaviour is successfully promoted because leaders have created a culture that encourages all staff to make their expectations of behaviour consistently clear, where good behaviour is celebrated and effective support is given to pupils who need extra guidance. Indoor clubs help make sure lunchtimes run smoothly. Here, selected pupils, including those who join the school part-way through the year, enjoy a range of activities, including construction toys, drawing and colouring to help them feel safe and happy.
- The school's work to keep pupils safe and secure is good and pupils have a good awareness of how to keep themselves safe from harm. Discussions in assembly, advice on how to keep safe when using computers and information technology as well as learning to swim, how to cross the road and keep safe outside school all help pupils develop a good awareness of risks.
- The school makes clear that attending school regularly is important and pupils know that they need to attend every day in order to not miss valuable learning. Rewards for regular attendance and class competitions for the highest attendance are helping to raise attendance. Attendance rates are broadly average overall.

### **The leadership and management require improvement**

- Leaders, managers and governors have not yet succeeded in improving pupils' achievement by making teaching consistently good since the previous inspection.
- Some recently appointed leaders of key aspects of the school's work are still developing their roles in taking a full part in driving improvements within their areas of responsibility. As a result, the impact of their work on securing consistently good teaching and improved achievement for pupils over time is yet to be seen.
- The school demonstrates capacity to improve further. Leaders have an accurate understanding of what it does well and where further improvements are required. Underperformance has been tackled. Staff work increasingly closely together across the federation. Rates of pupils' progress are improving. For example, pupils in Year 3 make better progress this year as a result of the effective partnership with the infant school and changes to teaching reading and spelling.
- Senior leaders and governors are ambitious to make sure the school improves. They are establishing a culture across the federation where all staff work together to improve teaching and raise pupils' achievement. Carefully chosen training and coaching are helping to enhance the quality of teaching. However, inconsistencies remain when not all staff follow new approaches consistently, for example when marking pupils' work.
- Pupils' spiritual, moral, social and cultural development is well supported by the wide range of activities that the school organises. For example, through discussions in assemblies, pupils learn about a wide variety of religious and cultural festivals. Caring attitudes are fostered through thinking about the feelings of others, charity fund raising and sponsored events.
- Pupils who attend the breakfast club appreciate the menu of healthy food they can choose. They make friends with pupils in other classes, play board games and take part in other activities that help them to enjoy a positive start to the school day.
- This year, the local authority has increased the support the school receives in order to help it to improve further and the school welcomes this provision.
- **The governance of the school:**
  - The governing body is knowledgeable and supportive and works closely with leaders and staff. Governors are keen to make sure the quality of teaching and pupils' achievement improve quickly. Governors know how well pupils achieve and understand the school's key performance information and the assessment details that they receive from the senior leaders. They know the quality of teaching and what action is taken to address underperformance. They are aware of the links between the targets teachers are set, salaries and pupils' academic outcomes. Governors know how the pupil premium funding is used and check the impact of this money on securing better achievement for eligible pupils. They visit the school regularly, check the school site and ensure that safeguarding arrangements meet requirements. However, they have not made sure the school regularly seeks the views of parents and carers about its work.

## 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>	101987
<b>Local authority</b>	Enfield
<b>Inspection number</b>	431629

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	580
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judy Ellerby
<b>Headteacher</b>	Julie Messer
<b>Date of previous school inspection</b>	25–25 September 2012
<b>Telephone number</b>	020 8807 4763
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