

Eldon Junior School

Eldon Road, Edmonton, London N9 8LG

Inspection dates 25–26 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

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

- Pupils' achievement at the end of Year 6 improved in 2012, but too many pupils in the school are making slower progress than might reasonably be expected.
- The quality of teaching is not yet good enough to ensure that all pupils are challenged to produce the very best work they can in all year groups.
- Too many pupils are not able to make rapid progress at the start of Year 3 because the arrangements for moving between schools do not include enough opportunities to build on previous learning.
- The improvements made in the last year have not yet had a consistent impact on accelerating pupils' achievement and progress.

The school has the following strengths

- The school is a vibrant and united community as a result of excellent partnerships between the schools and the children's centre that make up the Eldon Federation, and parents and carers.
- The behaviour of pupils is impeccable. Pupils are respectful, compassionate and caring to one another and have excellent attitudes to learning that ensure that they make the very best of all the opportunities the school has to offer.
- Pupils feel safe and understand how to stay safe. Incidents of bullying are rare and the very few occurrences are dealt with effectively.
- The school has developed excellent routines and systems for behaviour that are applied consistently by all staff so that pupils are very clear of what is expected of them.
- Leaders, managers and governors have a positive impact on behaviour, and teaching is improving as a result of their well-planned actions.
- Leaders and managers at all levels, including governors, have a clear understanding of the strengths and weaknesses of the school because they continually check on standards in all areas.

Information about this inspection

- Inspectors observed 21 lessons, of which six were joint observations with senior leaders. In addition, the inspection team made a number of shorter visits to lessons as part of 'themed' learning walks and listened to pupils read. Inspectors also looked in detail at a selection of pupils' work.
- Meetings were held with two groups of pupils, representatives from the governing body, a representative of the local authority and school staff, including middle and senior leaders.
- There were no responses to the on-line Parent View survey to assist inspectors in planning the inspection.
- Inspectors observed the work of the school and looked at a number of documents, including: performance management documentation; records relating to attendance, behaviour and the monitoring of the quality of teaching; minutes of governors' meetings; and documents relating to safeguarding.

Inspection team

Simon Blackburn, Lead inspector	Additional inspector
Steven Smith	Additional inspector
Sibani Raychaudhuri	Additional inspector

Full report

Information about this school

- This is a larger-than-average junior school.
- More than half of the pupils are known to be eligible for support through the pupil premium, which is well above the average for all schools nationally.
- The proportion of pupils supported through school action is above average and the proportion supported through school action plus or with a statement of special educational needs is just below average.
- Almost all pupils are from minority ethnic groups and just over three quarters of pupils speak English as an additional language, both of which are well above the national averages.
- The school has high mobility levels because of a highly transient population. Many of the children joining the school through casual admissions have had no prior schooling and others are at the very early stages of learning English.
- The school is part of a hard federation with the neighbouring infant school and the children's centre and, at the time of the inspection, was completing the constitution of the new governing body. An executive headteacher leads the federation.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve achievement across all year groups by July 2013 by ensuring that teachers consistently:
 - set high expectations for all pupils with targets that challenge pupils of all abilities
 - set tasks that closely match the needs and abilities of all individual pupils
 - provide pupils with regular, high quality feedback about their progress and how they can improve their work.
- Eliminate the dip in achievement from Year 2 to Year 3 by:
 - using the new federation structure to provide continuity of learning between the infant and junior schools
 - developing appropriate effective programmes to speed up pupils' progress at the start of Year 3.

Inspection judgements

The achievement of pupils

requires improvement

- Standards by the end of Year 6 have been falling year on year to 2011 and have been well below average. However, they improved in 2012 and the national test results in English and mathematics were broadly in line with the national average because of better teaching and learning in Year 6.
- Pupils join the school with standards that are often very low. The progress they make from year to year is inconsistent, especially in Years 3 and 5. It is better in Year 6, where pupils make better than expected progress and catch up on previous underachievement.
- Progress in Year 3 is too slow in English and mathematics. The school's rigorous tracking system shows that pupils' attainment declines after joining the school, before making the expected progress during the spring and summer terms. Pupils also make less progress in reading in Year 5 than they do in writing or mathematics.
- Progress is also inconsistent in lessons. Pupils make good progress in about half of their lessons but, in others, teachers do not match the pupils' starting points to the work they want them to do. As a result, some pupils say that the work is too easy.
- Pupils do not have a clear idea about how to improve their work to the next level or to achieve their target because the targets set for them are not referred to during lessons or when teachers give pupils feedback, either through their marking or verbally.
- The school has detailed analyses of how well different groups of pupils make progress in different subjects and across year groups, and uses the data to target interventions to help pupils learn more quickly. For example, a specialist support worker working for two hours each week with a group of boys of Somali background rapidly increased their confidence and progress in mathematics. Data also show that some other groups make good or outstanding progress as a result.
- Pupils enjoy reading. Pupils in Year 5 take books home and most read with a parent or carer. They sound out and blend unfamiliar words, but are less confident in using punctuation to bring expression into their reading. Weaker readers in Year 3 use their phonics skills to read effectively.
- The school's leaders have a clear strategy for allocating support to pupils eligible for the pupil premium. Interventions are focused and effective in overcoming the barriers they face in their learning. As a result, gaps in attainment and progress are closing.
- Disabled pupils and those with special educational needs make progress similar to other pupils and there are examples of these pupils making rapid progress in reading and in mathematics.

The quality of teaching

requires improvement

- Senior leaders have had a strong focus on the quality of teaching over the last year, but the improvements they have secured to date have not yet ensured a consistent impact in the classroom.
- Too often, teachers do not take enough account of pupils' existing skills, knowledge and understanding, or pupils' targets, and the level of challenge is not sufficiently consistent to ensure that pupils make good progress. As a result, their progress is too slow or not sustained. In more effective lessons, teachers use all the information they have about pupils' past learning to plan lessons that challenge pupils at their correct level, ensuring that they make progress from the very start of the lesson.
- Pupils enjoy lessons and say that teachers make lessons active and fun. When asked about their targets, few pupils knew what they were or had any clear idea about how to take the next steps to reach them.
- The quality of feedback given to pupils about their work is varied. English books are marked consistently, with clear steps to help pupils improve their work. Mathematics books are less well marked. Very few books seen relate the work pupils complete to their targets.
- Too many teachers talk for too long so that pupils are not given enough time to develop their

own ideas or explore their learning. Teachers are, however, enthusiastic and have good subject knowledge.

- Teachers work well with other adults who support pupils with disabilities and those needing extra help. Joint planning ensures that pupils have the resources they need and the supporting adults are clear about their role and do their best to encourage independence.
- Pupils take pride in their work and books are generally well presented. Teachers have high expectations about the quality of work that pupils complete and pupils respond well.
- Group work is used effectively in many lessons. In a literacy lesson about the introduction of a water pump into an African village, pupils rapidly developed their speaking and listening skills as they debated, as well as their wider understanding of the world.
- Pupils are given plenty of opportunities to practise their reading skills in all their subjects and teachers and other adults develop these skills well.
- The specialist group teaching provided for pupils who speak English as an additional language showed good planning, including the use of visual resources, but did not give pupils sufficient opportunity to practise their speaking skills.

The behaviour and safety of pupils are outstanding

- Pupils have extremely positive attitudes to learning. They concentrate well and persevere to complete the tasks they are given. Even in lessons where the level of challenge is limited, pupils behave well, ensuring an excellent climate for learning. Where teaching provides stretch and challenge, pupils respond with enthusiasm, demonstrating high expectations of themselves and one another.
- Behaviour around the school is impeccable. Pupils are courteous and polite to one another and to adults. They play together constructively and there are few recorded incidents or problems. At the end of the day, pupils made an extremely orderly exit, in silence and in single file, to be dismissed by a member of staff to waiting adults.
- The management of behaviour is consistent so that the same routines are used in every classroom and by every adult, establishing high expectations and ensuring that pupils understand what is required of them at all times.
- Pupils feel safe. They are aware of the dangers they face and have a good knowledge of how to keep themselves and each other safe when online and they learn about fire safety, road safety and how to react to strangers. All pupils have a fierce pride in their school.
- The very few instances of bullying are carefully recorded and there have been none in the last year. Pupils are fully aware of the different types of bullying and report that bullying of any kind is almost unheard of. Parents feel that behaviour is well managed and they are confident that any incidents of misbehaviour are dealt with quickly and fairly.
- Attendance is above average and improving. There have been no permanent exclusions for five years and fixed-term exclusions have declined and are now below average.

The leadership and management are good

- The executive headteacher, supported by the associate headteacher and a highly capable senior team, provides good leadership and an ambitious vision that encompasses the whole federation, shared by staff, for the school's future success.
- The leadership and management of teaching and learning are systematic, informed by accurate judgements of teaching quality. The performance management arrangements are well structured and relate closely to the Teachers' Standards. They link effectively the needs of teachers to high-quality professional development.
- This focus and drive for improvement, prompted by poor results in 2011, have not yet produced the required impact across all year groups and subjects. Staff changes and carefully selected strategies to raise the quality of teaching have led to rapid improvements in achievement in Year 6. These are now being applied consistently across the school.
- Teachers report that the monitoring of teaching quality is a very supportive process and that the coaching offered as part of that support is of particular value. The school continues to

invest in training new coaches to support colleagues.

- The school's monitoring, self-evaluation and planning cycle are clear and informed by accurate judgements. The self-evaluation document is of high quality and interprets evidence with great accuracy. Action plans identify the appropriate priorities for improvement, providing steps to success and clearly articulated monitoring activities to assess progress.
- The curriculum is good. It is broad and balanced and offers integrated opportunities for pupils' spiritual, moral, social and cultural development. It is adjusted to ensure all pupils can benefit, for example in the development of a visual curriculum for pupils who speak English as an additional language to complement the extra support they receive.
- Leaders at all levels in the school model high expectations of behaviour and inclusiveness. For example, an outstanding assembly on perseverance, which incorporated strong spiritual and moral elements as well as science and literacy, involved pupils from all year groups and backgrounds. As a result, the school is a vibrant and colourful community, where children celebrate one another's cultures and share their experiences.
- The local authority provides light touch support, largely through a school improvement adviser who has been supporting the school in implementing, and monitoring the impact of, the improvements to teaching across the school and through the transition to federation.
- Senior leaders, supported by governors, are excited by the opportunities offered by the newly formed federation with the infant school and children's centre. They recognise the potential to accelerate learning through stronger partnership and the sharing of good practice.
- School leaders have been very successful in forming productive links with parents and carers, particularly in traditionally hard-to-reach communities. Many parents act as interpreters for parent groups and as 'champions' for their community within the school and federation. As a result, communication has been improved and pupils receive better support for their learning at home.
- **The governance of the school:**
 - has a clear, shared vision for the school and federation and sets clear, strategic direction
 - governors challenge all aspects of leadership and management effectively to secure improvements in outcomes for pupils
 - governors monitor the performance management of staff closely and are well informed about the financial arrangements of the school, including the allocation and impact of the pupil premium
 - governors have ensured that all safeguarding requirements are in place.

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

Unique reference number	101987
Local authority	Enfield
Inspection number	402871

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Appropriate authority	The governing body
Chair	Bob Eves
Headteacher	Julie Messer
Date of previous school inspection	1 July 2008
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