

Edith Neville Primary School

Inspection report

Unique reference number	100013
Local authority	Camden
Inspection number	395398
Inspection dates	21–22 June 2012
Lead inspector	John Horwood

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	259
Appropriate authority	The governing body
Chair	Esther Caplin
Headteacher	Seán O'Regan
Date of previous school inspection	13 October 2008
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Age group	3–11
Inspection date(s)	21–22 June 2012
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Introduction

Inspection team

John Horwood

Additional inspector

Clementina Ogunsanwo

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Nigel Grimshaw

Additional inspector

This inspection was carried out with two days' notice. The inspectors used a number of strategies to observe learning and took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. Eight hours was spent observing teaching which included visiting 16 lessons taught by 10 teachers. Meetings were held with staff, members of the governing body and groups of pupils. Informal discussions also took place with parents, carers and pupils. Inspectors observed the school's work, and looked at documents including the school improvement plan, minutes of meetings, the school's information on pupils' progress and samples of pupils' work. The responses to questionnaires from 156 parents and carers were examined and analysed.

Information about the school

Edith Neville Primary School is an average-size inner city primary school. All pupils are taught in single-age classes. The proportion of pupils from minority ethnic groups and the proportion who speak English as an additional language are well above the national averages. The proportion of pupils known to be eligible for free school meals is higher than that found nationally. The proportions of disabled pupils and those who have special educational needs who are supported at school action plus or have a statement of special educational needs are higher than found in most schools. The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress. The school manages two daily breakfast clubs. There are two Nursery classes from which some pupils move into the single Reception class. The majority of children then move into Year 1 with others from different providers. There is significant movement of pupils into and out of all year groups within the school. Among the awards recently obtained by the school are the Activemark and Maintaining Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school. Leaders ensure that good teaching enables all pupils to make good progress. Pupils’ behaviour is outstanding and contributes to pupils feeling exceptionally safe within the school. Parents and carers are overwhelmingly satisfied with the school. It is not outstanding because, while most teaching is good, not enough is outstanding and progress is not yet consistently rapid and sustained
- All groups of pupils, including disabled pupils and those with special educational needs, and pupils from different minority ethnic backgrounds, make good progress. Attainment is broadly average in both English and mathematics, although pupils who have been in the school for all their primary education reach attainment at or above the national average.
- Teachers have good subject knowledge and ensure that all pupils are always fully included in lessons. Activities generally meet individuals’ needs but on occasions pupils are not always set challenging targets. Teachers mark pupils’ work regularly but do not consistently provide written comments to help pupils reach the next step in their learning. In the Early Years Foundation Stage, opportunities are sometimes missed for children to choose their activities.
- Pupils’ behaviour and their attitudes to learning are outstanding. They make an excellent contribution to keeping themselves and others really safe, for example through school council initiatives such as producing a video to promote anti-bullying. Pupils confirm that they are taught well in how to keep safe and healthy.
- Leaders share a strong vision of providing the best learning opportunities for all pupils. School performance and teaching is monitored closely by leaders at all levels. Staff are provided with good quality professional development to help them improve teaching. The curriculum includes a wide range of experiences such as stimulating visits and visitors to school to bring learning to life.

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What does the school need to do to improve further?

- Improve the proportion of outstanding teaching and so increase pupils' progress and raise standards by ensuring that:
 - teachers regularly set and review challenging targets for pupils in their work
 - the marking of pupils' work consistently informs pupils how to improve their work and reach the next step in their learning.
- In the Early Years Foundation Stage, ensure an appropriate balance between the activities chosen by the children and those allocated by the adults.

Main report

Achievement of pupils

Pupils really enjoy their learning and achieve well. Children in Nursery eagerly took part in the ocean maths lesson in which many parents and carers joined them. Pupils in Year 4 enjoyed a literacy lesson where they had good opportunities for role play and visual displays were well used to support their learning. In a Year 3 English lesson to create innovative stories, pupils were excited and enthusiastic about their learning. Because the group size was small, there were excellent opportunities for discussion and pupils learnt at a good pace. Disabled pupils and those who have special educational needs are always fully involved in activities and well supported by teaching assistants. Those who are at the early stages of speaking English are initially supported, wherever possible, by an adult or another pupil who speak the same language and consequently make the same good progress as their peers.

Attainment on entry to Nursery is well below age-expected levels. Children make good progress and, when they leave Reception, many of their skills are close to expected levels. While their language and number skills are still below those expected for their age, their progress in language skills has recently accelerated as a result of the recently revised teaching of letters and sounds (phonics).

In Key Stages 1 and 2, pupils continue to make good progress. Attainment levels are in line with national averages in English and mathematics at the end of Year 6, though the current Year 6 pupils are on track to reach above-average levels. Pupils' reading skills at the end of Year 2 and Year 6 are at expected levels. There is no significant variation in the achievement of any sizeable groups, including those known to be eligible for free school meals. Those who speak English as an additional language make similar progress to their peers. Progress by pupils who are disabled or have special educational needs is good because they are given good support in class or in short periods of withdrawal. Pupils who join the school after the start of Year 1, make good progress but their attainment is, for some pupils, lower because

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of the shorter time in school. Pupils' good progress is confirmed by the work seen in their books, and the responses of the overwhelming majority of parents and carers who returned questionnaires.

Quality of teaching

Teaching is good overall, with examples of outstanding practice. This enables most pupils to make good progress over each key stage. To maximise learning, for one day each week each class splits into three smaller ability groups for the morning. Teachers have good subject knowledge and use strategies that match pupils' individual needs so that pupils learn well across the curriculum. Teachers have high expectations of pupils' academic ability and their behaviour. Well-trained teaching assistants are actively involved in supporting pupils, particularly those who are disabled and those with special educational needs, as well as those who are at the early stage of speaking English. The inspection view of teaching matches the school's monitoring as well as the views of parents and carers.

Teaching has a strong and appropriate focus on literacy and communication to help extend pupils' vocabulary. Reading skills are taught well and help pupils develop positive attitudes to literature. Teachers plan lessons well and make good use of effective questioning and pupils working in pairs. They engage pupils by maintaining a good pace and involving pupils in the lesson, often with practical activities. In a Year 4 English lesson, teaching was outstanding as pupils used the structure of a known story to write their own version. There was good involvement of individual pupils through role play while all were involved in discussion and answering questions. Excellent use of a video clip of a storyteller captivated pupils' attention. In the Early Years Foundation Stage, teachers provide a good range of activities for the children but do not always ensure that they have sufficient opportunities to choose the activities themselves.

Typically, teachers regularly check that pupils understand the work. However, challenging targets are not always provided or regularly reviewed to encourage pupils to make more rapid progress. Much of the marking of pupils' work is good but does not consistently give sufficient guidance on how to get to the next stage in their learning. Teachers and additional adults are excellent role models and, within this multicultural community, ensure that pupils learn as a single group and develop a good understanding of each other's faith and culture. This has a good impact on pupils' spiritual, moral, social and cultural development.

Behaviour and safety of pupils

The behaviour seen during the inspection was outstanding. Parents and carers, as well as pupils and staff, confirm that this is the normal situation in the school. The questionnaire responses about behaviour and bullying were overwhelmingly positive. Pupils say they feel extremely safe in school, a view shared by staff, parents and carers. Teachers have excellent skills of managing behaviour by keeping pupils actively involved in their learning. Consequently, any disturbances to lessons are

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extremely rare. There have been very few fixed-term exclusions and there have been no reoccurrences. There is no evidence of bullying of any kind in the school and pupils say any minor disagreements are quickly resolved. The school council are proud of the anti-bullying video they produced. The recent HMI survey about how well schools deal with bullying was very complimentary about systems within this school. An incident of cyber-bullying outside of school occurred which spilled over into school time and was immediately identified and resolved. Children in the Early Years Foundation Stage are well cared for and feel safe. Pupils understand about the safe use of the internet. Pupils are aware of the school's high expectations of behaviour and respect this. They willingly take on responsibilities within school and look after each other around the school. The school is a very harmonious community with excellent relationships throughout. Attendance has risen well because of action taken by the school. It is now a little above average and is on an upward trajectory showing continued and sustained improvement over time.

Leadership and management

The headteacher provides strong leadership and is very well supported by the senior leadership team, the governing body and staff. They all share the same vision to provide the best for their pupils. Since the previous inspection, the school has made good progress in developing reading skills and has pursued the plans for site development. During this time, the behaviour and safety of pupils has continued to be outstanding. The school has a good capacity for sustained improvement.

The management of performance and professional development of teachers and support staff is given a high priority. Expertise within the school is well used to demonstrate effective teaching both to teachers within the school and the local authority. Teaching is monitored rigorously by school leaders and secures improvements but the school recognises that further improvements are needed to make teaching outstanding. The governing body provides good support and challenge to the school. Members are kept very well informed by the headteacher and are fully involved in monitoring outcomes, and in the production of the school improvement plan. They operate through an effective committee structure and several governors are regular visitors to the school. The school self-evaluation is very accurate, and the school development plan demonstrates the clear vision of leaders and is based on a clear and accurate understanding of the school's strengths and weaknesses.

Adults and pupils use first names throughout the school, and excellent relationships mean that every pupil is well known by adults and their needs are addressed to ensure they all have equal opportunities to succeed. The achievement of all pupils is similar and staff and school leaders work in unison to ensure there is no evidence of discrimination of any kind. Safeguarding requirements are met with health and safety a high priority. The governing body manages two daily, breakfast clubs, although only one is currently operating because of limited demand. They provide healthy food in a secure environment.

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The curriculum is broad and balanced, and enhances pupil outcomes. Pupils say they all enjoy the clubs and activities, including many sporting ones, available to them and that there is good attendance at them. The curriculum is adapted well to support disabled pupils and those with special educational needs. It is also effective in supporting those who are at the early stages of speaking English, including the phonics provision available throughout the school. The curriculum makes a good contribution to pupils' spiritual, moral, social and cultural development, not least through its visits into the community to other places of worship, the Camden Arts Centre, a literacy event where pupils met authors and a junior citizens' event.

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	Satisfactory	These features are of reasonable quality. A satisfactory school is 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.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 June 2012

Dear Pupils

Inspection of Edith Neville Primary School, London, NW1 1DN

Thank you for making us welcome when we inspected your school. We enjoyed talking with you, reading the questionnaires some of you completed, and looking at the work you do. Your school provides you with a good education.

There are many things we admired about your school and these are a few of them.

- Your behaviour and how you keep yourselves safe are outstanding.
- You all get on very well together and enjoy coming to school.
- You all make good progress because teaching is good.
- You are very well looked after in school.
- You get lots of exciting trips which support your learning well.
- The school is led and managed well.

For the school to become better, I have asked your headteacher to do several things.

- Make sure teachers regularly set and review targets for you in your work.
- Ensure that when teachers mark your work they always tell you how to improve and explain how to get to the next level in your learning.
- Check for those of you in the Nursery and Reception classes that there is a consistent balance between the activities you choose yourselves and those chosen by the adults.

All of you can help the school to move forward by continuing to work hard. We wish you every success in the future.

Yours faithfully

John Horwood
Lead inspector

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