

Inspection of Meridian Angel Primary School

Albany Road, Edmonton, London N18 2DX

Inspection dates: 7 and 8 June 2023

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 enjoy coming to this school because it is a welcoming and happy place to learn. Staff and pupils treat each other with respect and kindness. The atmosphere around the school is calm and orderly. Pupils work hard and model the school's values of 'resilience, hope, and friendship'.

Pupils behave well in class and during social times. This is because there are consistent routines and high expectations from staff. Pupils show positive attitudes towards their learning. As a result, learning is not interrupted by poor behaviour.

Relationships between staff and pupils are warm and nurturing. Pupils know who to talk to if they have a worry. They know they will be listened to, and this means they feel happy and safe.

Leaders provide opportunities for pupils to take on positions of responsibility. For example, some pupils in Year 6 are librarians who take care of the well-resourced school library. Pupils are taught about democracy. They vote for their classmates to be elected as members of the school council.

Leaders provide a range of clubs, including art club, book club, choir and sports clubs. These activities support pupils to develop their talents and pursue their interests.

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

Reading takes priority here. Staff read to pupils daily. Pupils read widely and often. They visit the school library and talk with enthusiasm about the books they are reading. This includes children in the early years. Pupils develop a love of reading.

Children are taught to read from the start of Reception. Teaching staff are well trained in phonics. This means they teach reading consistently well. Adults check pupils' progress in phonics regularly to decide what they need to learn next. Pupils, including those in the early years, are given books that are closely matched to the sounds that they know. Therefore, they read with confidence and developing fluency. Pupils who find phonics difficult are given the extra help they need to catch up.

Leaders are ambitious for all pupils to achieve well. They have put a well-structured curriculum in place for most subjects that identifies what leaders want pupils to learn. This key knowledge is broken down into logical steps for pupils to learn as they progress from Reception to Year 6. For example, pupils in Year 6 can estimate the size of an angle because they have previously been taught how to classify angles.

Teachers deliver curriculum content clearly. They address pupils' misconceptions and provide effective support when it is needed. However, in a few subjects, pupils

struggle to remember key knowledge and vocabulary. This is because in these subjects, leaders and teachers do not have effective systems in place to check what pupils have been taught, know and remember over time. In addition, in some subjects, the curriculum is not delivered as leaders have intended, and this means that some pupils have gaps in their knowledge.

In the early years, teachers provide frequent opportunities for children to practise early mathematical and writing skills independently. For example, children can quickly recognise quantities of small groups of objects without counting. This supports children's readiness for Year 1.

Leaders identify pupils with special educational needs and/or disabilities (SEND) effectively and accurately. Pupils with SEND get the support they need so that they can access the curriculum alongside their peers. Teachers make adaptations to teaching methods to ensure that pupils with SEND learn well. Leaders work closely with staff and other professionals to meet the needs of pupils with SEND, including children in the early years.

Pupils behave well in lessons and in the playground. They are motivated and want to do well. Learning is not interrupted by inappropriate behaviour. Pupils are taught how to manage their feelings, to collaborate and to look after others.

Leaders want pupils to become supportive and caring citizens who value friendship. Pupils are taught about the importance of diversity and individual liberty. Lessons across the curriculum subjects help pupils understand how to identify risks both within and beyond the school. Pupils are taught about consent in an age-appropriate manner.

Leaders have created an inclusive environment for staff and pupils. Governors are committed to and ambitious for the school. They understand what the school does well and what it needs to do to be even better. Leaders and governors make sure that workload is manageable, and that staff well-being is a priority.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is everyone's priority here. Leaders provide up-to-date training for all staff. This means that staff know how to recognise and report concerns. Leaders respond to concerns quickly. They work with external agencies to ensure that pupils and families who need support get the help they need.

Leaders provide opportunities for pupils to learn about possible risks within and beyond school. Pupils are encouraged to keep safe, including online. They are taught to recognise the signs of unhealthy relationships.

Leaders carry out robust checks on staff before they are appointed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few foundation subjects, the curriculum is not being delivered as intended. This means that sometimes, pupils have not been taught key concepts effectively and have gaps in their learning. Leaders should make sure that the curriculum is implemented as intended so that pupils learn the required key knowledge, skills and vocabulary.
- In some subjects, leaders have not put systems in place to check the key knowledge, skills and vocabulary that pupils need to know and remember. As a result, pupils develop gaps in their knowledge. Leaders should make sure that staff check pupils' learning in these subjects so that any gaps can be identified and addressed.

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.

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	141017
Local authority	Enfield
Inspection number	10290264
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	153
Appropriate authority	The governing body
Chair of governing body	Tina Kelsey
Headteacher	Sarah Shaughnessy
Website	www.meridianangel.org.uk
Date of previous inspection	30 June 2021, under section 8 of the Education Act 2005

Information about this school

- Meridian Angel Primary School is part of the London Diocesan Board for Schools Academies Trust.
- The school is designated as a Church of England primary school and its last section 48 inspection took place in October 2016.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the senior leadership team to discuss school development.

- Inspectors met with representatives of the local academy committee and the chief executive officer.
- Inspectors scrutinised a wide range of documents, including those related to safeguarding, pupils' personal development, and behaviour and attendance.
- Inspectors carried out deep dives in these subjects: early reading, music, art and design, and Spanish. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work.
- Inspectors also considered the curriculum in other subjects.
- The views of parents and staff were also considered, including through Ofsted's surveys.
- Inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with pupils and staff.
- Inspectors reviewed a wide variety of documentation provided by the school. This included leaders' self-evaluation, curriculum information and school policies.

Inspection team

Deborah Walters, lead inspector

His Majesty's Inspector

Annabel Davies

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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