

Eldon Infant School

Inspection report

| | |
|--------------------------------|---------------------|
| Unique Reference Number | 101988 |
| Local Authority | Enfield |
| Inspection number | 319390 |
| Inspection dates | 1–2 July 2008 |
| Reporting inspector | Glynis Bradley-Peat |

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

| | |
|---|--|
| Type of school | Infant |
| School category | Community |
| Age range of pupils | 3–7 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 469 |
| Appropriate authority | The governing body |
| Chair | Mr C Puncher |
| Headteacher | Mr P Bruffell |
| Date of previous school inspection | 14 June 2007 |
| School address | Eldon Road Edmonton London N9 8LG |
| Telephone number | 020 8807 5230 |
| Fax number | 020 8807 0338 |

| | |
|--------------------------|---------------|
| Age group | 3–7 |
| Inspection dates | 1–2 July 2008 |
| Inspection number | 319390 |

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than average. The proportion of pupils eligible for free school meals is higher than usually found. Over 85% of the pupils come from ethnic minority backgrounds and two thirds of pupils have English as an additional language. A third of pupils have been identified as having learning difficulties, the majority of which concern speech and language difficulties. This is above average but the percentage with a statement of educational need is below average. The percentage of pupils entering or leaving the school other than at the usual times is much higher than usually found. The school was given a 'Notice to Improve' during the last inspection. It was asked to improve achievement and raise standards, improve teaching in the Foundation Stage, and ensure that teachers with leadership responsibilities acquire the necessary skills to be more effective and that governors hold the school to account.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

In accordance with Section 13(5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

Since the time of the last inspection, Eldon Infant School has made a substantial improvement to the work that it does. It is now providing a good education for its pupils. The highly competent leadership of the headship team, comprised of the headteacher, deputy and assistant headteachers, has ensured that the school has improved markedly since the time of the last inspection. This is because they work together well as a team and share the vision for the future of the school. The sensitive headteacher is particularly adept at ensuring that parents feel involved in the work of the school. One parent wrote, 'I am proud of the school, keep doing what you are doing!' The talented and creative leadership of the deputy headteacher has ensured that there has been a vast improvement in the school's assessment and tracking systems. This has had a real impact on raising teachers' expectations of what pupils can achieve and, as a result, standards have risen. The highly effective assistant headteacher makes sure that every pupil is included in all aspects of school life. This gives each pupil the chance to succeed at school. Governors make a satisfactory contribution to strategic planning but there is still work to be done to ensure that every member of the governing body is in the position to hold the school to account for its work effectively.

The rate at which pupils make progress at Eldon has greatly accelerated over the last year because the quality of teaching has improved from inadequate to good. This is the result of good professional development and support for teachers. In addition, the Local Authority has provided both support and challenge for the school, which has had a good impact on achievement. Considering pupils' starting points, their achievement is good. Although standards by the end of Year 2 are still below average overall, they have substantially improved in reading and writing. Standards have not improved at the same speed in mathematics and pupils' progress is not quite as good.

Pupils' good personal development and well-being is the result of the good quality of care, guidance and support provided by the school. Pupils are kind and considerate towards each other and behave well both in and out of class. They know how to keep themselves safe and know who they can turn to if they have a problem. Visitors to the school comment on how well the pupils join in with activities provided. This was evident during the inspection when pupils spun plates, juggled and made repeated attempts to conquer the unicycle during a visit from some circus performers. This type of enrichment contributes well to the good curriculum.

Effectiveness of the Foundation Stage

Grade: 2

The Foundation Stage unit provides a colourful and enticing environment where children experience a good range of stimulating activities. Outdoor areas are used consistently well by staff to extend children's learning. This is an improvement since the last inspection and is part of the school's determined drive to improve provision. Many children come to school with exceptionally low levels of skills, especially in personal development and communication and language. By the time they enter Year 1, many do not reach the expected levels for children of their age. However, they make good progress from their very low starting points. This is due to good teaching with clear emphasis on the development of basic and social skills. Children

are given plenty of opportunity to talk about their experiences. They develop confidence in speaking in front of others and enjoy playing instruments in fun music lessons. Play areas such as the 'Quick Fix car wash' allow children to use their imaginations and express themselves. They listen to their teachers and follow instructions well. Behaviour is good, especially when staff insist children have regard for each other. Staff work together as a team, led by an enthusiastic and committed Foundation Stage manager. She has been instrumental in bringing about recent positive changes and is keen to improve further existing links with parents and Year 1 teachers.

What the school should do to improve further

- Raise standards and achievement in mathematics.
- Strengthen governance so that every governor is effective in holding the school to account.

Achievement and standards

Grade: 2

Standards at the end of Year 2 have improved greatly since the time of the previous inspection when they were exceptionally low. Provisional results for 2008 demonstrate evidence of the good impact of strategies used to raise standards in reading and writing. These results indicate that pupils have met their challenging targets. The improvements in results at the higher level 3 in writing are particularly good. In mathematics improvement has been more modest. In 2008, standards are not as high as those in reading and writing and pupils have not made as much progress. The school has rightly recognised this and has prepared an action plan to tackle this discrepancy. Currently, although standards remain below average, pupils achieve well considering their starting points. The school's tracking information shows that standards are set to rise further over the next two years. Those pupils with speech and language difficulties make good and in some cases excellent progress. This is because of the good focus on speaking and listening in each classroom and effective teaching of linking letters to sounds.

Personal development and well-being

Grade: 2

Pupils participate well in school activities, show positive attitudes to learning and enjoy school. They comment that new pupils quickly make friendships. One child said, 'People here are kind and helpful to each other.' The school is working hard to promote and monitor good attendance and levels are now closer to average. Spiritual, moral, social and cultural development is good. Pupils have good awareness of major world faiths and other cultures which are celebrated through visits to different places of worship. Pupils have positive relationships with adults in the school and between themselves. They adopt healthy lifestyles and possess a satisfactory understanding of the importance of healthy diets and taking regular exercise. They enjoy growing their own vegetables in a school garden. Pupils are involved in making a positive contribution to the school community through being school council representatives and class monitors. They are suitably prepared for the next stage of their education and acquire satisfactory basic skills.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching overall is good which represents good improvement since the last inspection. The school has had a clear focus on improving teaching and learning. As a result, teachers' planning takes account of the range of ability in the class so that tasks are matched well to pupils' needs. Teachers have clear expectations of what pupils can do and how they should behave. They ask questions which make pupils think and extend their learning. Because of this, pupils make good progress in lessons and behave well. They respond well to the range of speaking and listening opportunities that teachers give them, especially with their 'talking partners'. Teachers make good use of information and communication technology (ICT), especially when recording pupils' work with cameras or using the interactive whiteboards, which pupils also use. Teaching assistants provide valuable support when working with groups or individuals although they are not always actively involved during direct teaching sessions. Teachers' marking in books helps pupils to understand how well they are doing although it does not always tell pupils simply how they can improve.

Curriculum and other activities

Grade: 2

The good curriculum meets the needs of learners well. The focus on improving writing has led to pupils reaching higher standards and writing being used more fully across the curriculum. For example, Caribbean counting rhymes linked mathematics, literacy and cultural elements. The school recognises the need to raise standards in mathematics in the same way. The school has rightly identified the need to develop even more links across subjects, allowing pupils to apply their skills and make sense of their learning. Some good examples already exist in colourful displays. In many cases ICT is used well in other subjects. Good use is made of staff expertise for ICT and music lessons, which enhances provision. Visits and visitors support topics, ensuring pupils' awareness of their surroundings and extending their experiences. The visit from the circus performers during the inspection helped to develop pupils' physical skills. This contributes well to their personal development. Opportunities to take part in a range of clubs and learn musical instruments further benefits the development of their skills and talents.

Care, guidance and support

Grade: 2

Care, guidance and support are good. This is reflected in pupils' good achievement and in their good personal development. Marking of pupils' work is good but guidance on how work can be improved needs to be more consistent. All pupils, including vulnerable pupils, build confidence and self-esteem through improving their speaking and listening skills. This results in pupils who feel happy, confident and secure. Pupils are encouraged to lead healthy life styles. Parents are very complimentary about the school, and one parent said, 'I am very pleased and happy about the school, my children love the school and their teachers.' The school is committed to safeguarding pupils and child protection procedures are securely in place. Very good support is provided by outside agencies such as the education welfare officer and educational psychologist. Pupils' progress is monitored closely and most pupils are aware of their learning targets. This is helping pupils to be responsible for their own learning. Effective links have been established to ensure a smooth transition to the next stage in education.

Leadership and management

Grade: 2

The school's evaluation of its performance is accurate, although some areas of the school self-evaluation form were too modestly graded. However, the headship team clearly know the priorities for development. The school now monitors its performance rigorously and has an accurate picture of its effectiveness and a thorough understanding of its strengths and areas for improvement. The school improvement plan has a clear focus on the correct priorities. Data are analysed and the information is used effectively to help pupils make good progress. This is a major improvement. The quality of the assessment systems is now a strength. Senior leaders are good role models for middle leaders, who are now enthusiastic and keen to monitor their own areas of responsibility. They do this well. Although governance has improved, there are still some issues of recruitment and some governors do not fully understand their role as a critical friend. Parents are overwhelmingly positive and are full of praise for the headteacher and staff. In light of all these improvements, the good leadership and management of the school and rising standards, there is a good capacity for further improvement.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

| | |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

Overall effectiveness

| | |
|---|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The effectiveness of the Foundation Stage | 2 |
| The capacity to make any necessary improvements | 2 |

Achievement and standards

| | |
|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress | 2 |

Personal development and well-being

| | |
|---|---|
| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The extent to which learners adopt healthy lifestyles | 3 |
| The extent to which learners adopt safe practices | 2 |
| How well learners enjoy their education | 2 |
| The attendance of learners | 3 |
| The behaviour of learners | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

The quality of provision

| | |
|--|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported? | 2 |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

| | |
|--|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

11 July 2008

Dear Pupils

Inspection of Eldon Infant School, London, N9 8LG

Thank you all very much for the pleasant welcome you gave us when we came to visit your school recently. May I say how much we enjoyed watching you at work and play. You really seem to enjoy school. You told us how much you liked attending the clubs the school provides for you. We were especially impressed by your work in the school garden. Your vegetables look particularly healthy. You told us that you enjoy the trips you go on and the visitors who come into your school. You particularly seemed to enjoy the visit from the circus performers during the inspection.

I'm sure you would like to know what we found out about your school. We think your school is a good school and much better than it was a year ago when inspectors came the last time. This is because your headteacher and his staff have made sure that you have improved your reading and writing this year. You have done better in your tests this year as a result. Well done! The teachers have taught you well and do a good job. Even though your school is now good, there are still jobs for your headteacher to do. I have asked that he makes sure that you do better in mathematics. I have also asked him to make sure that all the school governors receive support to help them run your school.

Thank you again for the welcome you gave us to your school and we wish you all the best in the future.

Yours sincerely

Glynis Bradley-Peat

Lead Inspector