

EDEN PRIMARY SCHOOL

INSPECTION REPORT

Local Authority	Haringey
Inspected under the auspices of	Pikuach
Inspection dates	26 & 27 June 2018
Lead Inspector	Esther Colman

This inspection of the school was carried out under section 48 of the Education Act 2005

Type of school	Primary
School category	Free School
Age range of children	4 - 11
Gender of children	Mixed
Number on roll	205
Appropriate authority	Governing Body
Chair of Governors	Gavin Presman
Headteacher	Jo Sassienie
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School website	https://edenprimary.org.uk/

Inspection team

Lead Inspector Esther Colman

Team Inspector Janine Kasmir

Introduction

The inspection was carried out over two days by two inspectors. The inspectors visited seven classes from Reception to Year 6 to observe lessons and parts of lessons. They attended *Tefillah* (prayers) and *Birkat Hamazon* (Grace after Meals). All lessons were observed jointly with senior school leaders. Inspectors held meetings with the school's governors, the headteacher and senior leadership team, parents, the School Jewish Education Lead and Hebrew teacher, other members of staff and many pupils. The inspectors observed the school's work and looked at a range of documentation, including the Jewish Studies Self Evaluation Form (SEF), the School and Jewish Studies Development Plans, pupils' written work, the Jewish Studies curriculum, assessment documents, and reporting and tracking documentation. The inspectors were asked also to include Hebrew speaking and listening in their inspection as this is an integral part of the school's Jewish Education Curriculum.

The inspectors looked in detail at the following:

- Outcomes for pupils in their Jewish education
- Quality of teaching, learning and assessment in Jewish Education
- Effectiveness of Leadership, Management and Governance of Jewish Education
- Effectiveness of the Jewish Studies/Education curriculum based on the school's aims and objectives
- Quality of provision for pupils' spiritual, moral, social and cultural development, including meeting the statutory requirement for a daily act of collective worship (*Tefillah*)

Information about the school

- Eden is a one form entry Jewish primary school, founded in 2011 under the Free Schools Programme.
- The school's cross-communal Jewish ethos welcomes children from across the spectrum of Jewish belief and beyond on an equal and inclusive basis.
- Eden Primary is situated in a relatively affluent, middle-class area in North London between Muswell Hill and East Finchley, where there is a significant Jewish community. Most children live within a mile of the school.
- The school has excellent access to the local woods offering opportunities for Forest School and outdoors education. After a year in a neighbouring temporary site, the school moved into its current building in August 2012.
- Families in the school's community represent the range of Jewish denominations from un-affiliated to fully observant, with approximately 10% of children being of other faiths or none. Many of the families are engaged in Jewish family, synagogue and/or communal life.
- The Jewish education and level of observance at the school ensures that the wide range of families is accommodated, which means maintaining a kosher kitchen and observance relevant

for the Jewish primary school environment. Jewish knowledge and skills are taught in an inclusive and open manner to ensure that every pupil can participate fully.

- Jewish education comprises approximately 15% of teaching time averaged out over the course of the year. This includes cross curricular thematic learning, *Tefillah* and Hebrew. Hebrew is taught as a modern foreign language from Reception and incorporates speaking and listening, reading, writing and understanding Hebrew.
- Eden wants its Year 6 students to leave school with an enthusiasm for Judaism, a strong Jewish identity and/or sense of self, with the curiosity and the necessary skills to continue learning as knowledgeable, responsible and communally active individuals.

Inspection judgements

Overall effectiveness	1
Outcomes for pupils in their Jewish education	1
Quality of teaching, learning and assessment in Jewish Education	2
Effectiveness of Leadership, Management, and Governance of Jewish Education	1
Effectiveness of the Jewish Studies/Education curriculum based on the school's aims and objectives	1
Quality of provision for pupils' spiritual, moral, social and cultural development, including meeting the statutory requirement for a daily act of collective worship (tefillah)	1

Overall Effectiveness:

The quality of Jewish Learning provided in EDEN is OUTSTANDING (GRADE 1) because:-

- The school's unique and distinctive inclusive Jewish character has a high profile. This was evident as soon as inspectors walked into the school where outstanding displays made an immediate impact. The artwork is a result of the contribution of the Artist in Residence who works closely with all the pupils.
- Pupils and groups of pupils have outstanding Jewish educational experiences, both formal and informal, which ensure that they are well equipped for the next stage of their Jewish education.
- Many pupils were interviewed by inspectors and the positive impact of their experiences at Eden came through in all the meetings that took place, during lesson observations and when talking to them both formally and informally. To quote one of the pupils in Year 6: "I have learnt how enjoyable Jewish learning is at this school and I want to continue to learn about Jewish things when I leave..."
- The quality of leadership and management of Jewish education is outstanding. Leaders,

including governors, have a thorough understanding of the school's Jewish educational performance and are continually striving to achieve their vision for the school.

- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive and highly cohesive learning community.

What does the school need to do to improve further?

- Continue to develop the Jewish Studies assessment and tracking system to include the experiential experiences achieved through the hidden curriculum. These experiences need to be documented fully and form part of the overall curriculum.
- Outcomes in Hebrew Reading have greatly improved since the introduction of the Aleph Champ Hebrew Reading Programme. Hebrew Reading now needs to be evaluated and assessments analysed over time based on individual expectations to ensure that pupils reach the required level in all classes.
- The teaching of *Ivrit* in Key Stage 2 has improved with the appointment of a new *Ivrit* teacher. The school now needs to take on board the findings of its review of the *Ivrit* Curriculum to establish realistic expectations of what the pupils can achieve by the end of Year 6 within the limited time available.
- The new Jewish Studies Lead needs to continue to develop her skills to enable her to monitor Jewish education in the school and to support teachers with their own subject knowledge.

Outcomes for pupils in their Jewish education is OUTSTANDING (GRADE 1) because: -

- The pupils' learning objectives across all the different Jewish Studies Curriculum areas are being fully met. This is due to progress being nurtured across all year groups.
- There is a relentless drive for excellence that contributes to pupils working at great depth, as evidenced by the work they do. Pupils want to succeed; there is ample evidence of this in their enthusiasm for learning and in comments from both pupils and parents, which demonstrate that the pupils want to please their teachers and their parents, and how this, in turn, impacts on their successful outcomes.
- Jewish education has a very high and respected profile within the school, and learning activities provide fully for the needs of all learners, including those with special educational needs or disabilities (SEND) and native Hebrew speakers. Class teachers at Eden teach a fully integrated curriculum, and all groups of pupils are assigned differentiated tasks. These tasks meet the needs of pupils at different levels of ability, enabling them to achieve and succeed and then be challenged further.
- The seamless integration of the secular curriculum with the Jewish curriculum means that pupils are provided with exciting opportunities to explore Jewish themes through a wide range of subject skills.
- In all the lessons observed, and in meetings inspectors held with pupils, the pupils were able to articulate their Jewish knowledge and skills in an age appropriate way. For example, the discussion in Year 2 on *Tikkun Olam* (Being Custodians of the World) was exceptionally deep, using a variety of Jewish sources.
- Pupils are confident and display excellent Jewish knowledge and understanding appropriate to their age and ability.
- Outcomes in Hebrew reading have greatly improved with the implementation of the Aleph Champ Hebrew Reading Programme across the whole of Key Stage Two and Year 2.
- The Special Educational Needs Coordinator (SENCO) is a skilled practitioner and works with teachers and other adults to ensure that all pupils with additional needs are identified and supported in their learning.
- Pupils are articulate and keen advocates of Jewish education. They are proud of their school, and eager to demonstrate their skills, knowledge and expertise. They are well prepared for the

next phase in their education and will leave the school as confident and competent Jewish and British citizens.

The quality of teaching, learning and assessment in Jewish education is GOOD WITH ELEMENTS OF OUTSTANDING (GRADE 2/1) because: -

- The teaching in all key stages is never less than consistently good, with elements of outstanding practice. As a result, almost all pupils, including those who have special educational needs or disabilities and the more able, are making good progress
- Pupils are fully engaged in most lessons, and activities relate to the pupils' lives and are age appropriate. For example, pupils in Year 1, when learning about the emblems of the Twelve Tribes of Israel, were first shown some well-known emblems and then analysed those of the Twelve Tribes before designing their own.
- Teachers have high expectations of pupils. This was particularly evident in a Year 2 class when pupils were discussing what Judaism says about looking after the world. Pupils were able to read, discuss and make sense of a variety of sources in English, both biblical and contemporary about being custodians of the world.
- Teachers differentiate well to meet the needs of pupils at different levels of ability, enabling them to achieve and succeed and then be challenged further. Support staff are deployed effectively to support and improve pupils' learning.
- Class teachers create seamless and valuable cross curricular links. Jewish Studies is integrated within each year group so that pupils are able to develop their Jewish learning in parallel with other subjects, for example science in a Year 5 lesson. The pupils were learning about *Rosh Chodesh* (the new Hebrew month) and were able to identify the dates of all major Jewish festivals by looking at the graphical representation of the moon. During this lesson there was also a link to geography, whereby pupils had to calculate the distance between Jerusalem and Babylon and the amount of time it took to notify the people with fires across a great distance.
- Overall, there is a huge emphasis on making learning meaningful and relevant to all the pupils in the school. The many artistic topics developed and delivered at the school maximise the pupils' creativity and experiential Jewish learning.
- Regular professional development takes place to address Jewish education events, but these need to include more opportunities for staff to develop their subject knowledge per se. This is particularly important in a school like Eden, where class teachers deliver the formal Jewish Studies curriculum.
- The unique experiential curriculum at Eden is touched on in detail in the yearly planning. Quantifying it and assessing its impact on developing the pupils' Jewish learning would help with measuring their outcomes. For example, when asked about the impact of the Jewish Care visits which included discussions, the written journal and illustrations of the residents' stories, pupils said that it brought the history of the Kindertransport to life and created an awareness amongst them of the importance of engaging with the residents respectfully and confidently.
- Inspectors scrutinised books from most classes observed, in addition to taking in a selection of exercise books in Years 2 and 6. Books were well marked, reflecting good progress over time and showed that the school's marking and feedback policy is being consistently followed and applied.

The effectiveness of Leadership, Management and Governance of Jewish Education is OUTSTANDING (GRADE 1) because: -

- Leadership capacity for Jewish Education has increased significantly since the last Pikuach inspection, with the appointment at the start of 2017-18 of a Lead for Jewish education.

Previously, the headteacher, supported by a consultant, took responsibility for Jewish education across the school.

- There is a unique, dynamic and creative vision for Jewish education at Eden, in which staff, governors and pupils consistently strive for excellence. There is a clarity of vision throughout the whole school community. Governors, senior leaders, teachers, assistants, pupils and parents are all able to articulate the school's vision for Jewish education which is designed to be inclusive, challenging and innovative. It enables pupils of all denominations and other faiths and background to participate with comfort and enjoyment, learn about Judaism and share their own experiences and traditions whilst considering universal values.
- The school is led by an excellent headteacher who has an excellent understanding of the needs of the whole school community. Extremely high standards of leadership have been set, and the headteacher, working with governors and the Senior Leadership Team (SLT), has driven the school forward and encouraged members of staff to grow and develop in their professional skills. The new Jewish Education Lead is one example of this nurturing of staff. She joined the team as an assistant when the school first opened, and then went on to become a qualified teacher. She was appointed in her new role in September 2017.
- The headteacher and Jewish Education Lead model excellent practice in the management and leadership of Jewish Education, and work successfully to monitor, improve and support teaching, encouraging the enthusiasm of staff and challenging their efforts and skills to good effect.
- Leaders, including governors, have a thorough understanding of the school's Jewish educational performance and unique approach based on effective and insightful self-evaluation. Inspectors met with two governors, one of them being the Jewish Education Link Governor, who clearly articulated the school's vision as being all-embracing, inclusive and firmly embedded in each aspect of the Jewish Education Curriculum, with a fully integrated approach, bringing together the Jewish and secular aspects of the school. Governors have an excellent in-depth knowledge of the school's strengths and development areas.
- Robust criteria for developing skills, attitudes and actions in Jewish education have evolved in detail over the past 5 years. The headteacher has spearheaded this initiative with the support of the school's consultant and it has been further refined this year to assess Jewish educational topics covered and achieved in the school.
- The SLT and governors are very aware of the need to track individual pupil progress in line with their expectations over time in Jewish education in the same way as in other subjects. This is a big focus for the school.
- Performance development targets are clear and precise, enabling teachers to advance their teachings skills and knowledge. For example, where there were gaps in a teacher's subject knowledge, strategies were put in place to support her.
- In a recent staff survey on Jewish education, 100% of staff responding (12 people) agreed that they are proud to be a member of staff at this school and 83% strongly agreed. All agree that the school has strong Jewish values and that that the school enhances pupils' Jewish identity through the celebration of holidays. These findings were consistent with Pikuach staff questionnaires, where one of the teachers said: "I am very proud indeed of the strong Jewish ethos and the amazing, innovative Jewish learning we have at Eden."
- The headteacher and Jewish Education Lead have an excellent understanding of the strengths and areas for development in all aspects of the school's Jewish education. This is reflected clearly in the school's Self Evaluation Form (SEF) and development plan. Self-evaluation leads directly and convincingly to effective strategies for improvement in Jewish education and maintains a strong focus on meeting the needs of all learners. The Self-Evaluation Form was updated in May 2018 and inspectors found it to be a thorough and accurate reflection of where the school is at this moment in time. The SEF measured progress using the five *Pikuach* judgements as well as the developments in the areas highlighted in the previous *Pikuach* report.

- Senior and middle leaders are relentlessly ambitious and consistently aim to improve teaching, learning and outcomes. The strong leadership in Jewish education and related areas is able to identify areas for evaluation and development. It mobilises the teaching team and has the capacity to strongly and rapidly make an impact on the quality of teaching.

The effectiveness of the Jewish Studies/Education curriculum based on the school's aims and objectives is OUTSTANDING (GRADE 1) because: -

- The Jewish Education Curriculum enhances the Jewish ethos of the school and has nine strands including content and skills, attitudes and actions for assessment. These are: Sacred Texts • Knowledge of and Response to Jewish Text • Jewish Life • *Shabbat* • Life Cycle • Prayer and Spirituality • Values and Social Action • History, Peoplehood and Israel • Community • Culture and Heritage • Religious Education and Diversity • Hebrew.
- The Jewish Education Curriculum is integrated across Jewish and general studies with themes building on and broadening pupils' perspective in relation to the world, year on year. It incorporates strong skill and knowledge development, but remains broad and inspiring so that pupils remain engaged and eager to learn.
- Since the last *Pikuach* inspection, computing projects and the use of Information and Communications Technology (ICT) have been integrated into Jewish education as tools and teaching resources by class teachers, Hebrew teachers, the Artist and Teaching Assistants working with pupils with SEND. Inspectors observed a range of resources being used in lessons to support the topic under discussion. There was widespread use of iPads and laptop computers, which the pupils were adept at using.
- The school's Jewish curriculum, both formal and informal, provides memorable experiences and rich opportunities for high quality learning and wider personal development. For example, inspectors saw evidence of Israel 70, *Pesach* (Passover) in the Woods, Year 6 *Shabbaton* (Sabbath away from home) and yearly *Haggadot* (guide books for the Passover meal) These positive and rich experiences ensure a deeper understanding and enhance the pupils' learning, enabling them to make personal connections and store lasting memories. As one of the Year 6 pupils explained: "Making my *Haggadah* every year, delving into deeper meaning, is interesting. It is good to know these things."
- The detailed curriculum documents for each year group and progression documents ensure that each year builds on the last. The *Tefillah* (prayer) curriculum provides guidance on the teaching of *Tefillah*. A whole school plan for Hebrew, taught for literacy and as the school's Modern Foreign Language, is constantly evolving and improving.
- The Artist in Residence creates some of the amazing activities that take place in the school. For example, the 'Ten Plagues canvas' along with the '*Pesach* in the Woods' projects where the pupils created a '*Seder* Plate' (a large communal plate used at the Passover meal) from natural materials found in the woods and purified the water. These activities enhanced their deeper understanding of Passover.
- The school's commitment to celebrating diversity within Judaism, and understanding Judaism within the context of the wider world, ensures that Judaism is studied in comparison to other religions, cultures and communities. For example, on the anniversary of MP Jo Cox's death the school led a Hope not Hate Great Get Together Event with friends from the local Muslim and Catholic communities. School performances in December always includes aspects of other faiths' celebrations interspersed with Jewish components: a Christmas song/story, the story of Rama and Sita performed with shadow puppets, a play about *Chanukah* in the shtetl. This attitude filters through to the pupils; as one Year 6 pupil said: "I like the way we do Jewish

Studies, because we aren't told what to believe, we can think for ourselves. We learn to respect other people's beliefs and opinions."

- The parental partnership is an important part of the curriculum provision. *Chagim* (festivals) Parents' Packs are an innovation by the Jewish Education Lead, provided to encourage parents to engage in their children's learning. Feedback is invited from parents to assist future development in this area. Parents feel that "the values of Judaism come through in all the lessons and Jewish learning is seeded and peppered in everything the children do".
- The school works well with parents and provides support for them to engage with the curriculum through daily and termly communications. Parents have opportunities to participate in class led *Tefillah*, yearly performances at *Chanukah*, community candle lighting, *Havdallah* (Ceremony that marks the end of the Sabbath), Friday night events run by parents and Israeli dance festivals.
- The curriculum at Eden is very ambitious, bearing in mind that Jewish Education comprises approximately 15% of teaching time averaged out over the course of the year. A major review has been undertaken this year to analyse the whole curriculum, as the school has now completed a full cycle from Reception to Year 6. This has identified the need for some changes to the curriculum to be more achievable and in line with parental expectations.

The quality of provision for pupils' spiritual, moral, social and cultural development, including meeting the statutory requirement for a daily act of collective worship (*Tefillah*) is OUTSTANDING (GRADE 1) because: -

- Spiritual, moral, social and cultural development (SMSC) is a great strength of the school, driving curriculum development and the planning of learning experiences. The close relationship of SMSC with the vision and values of the school leads to a thoughtful approach to making decisions about all aspects of daily life, teaching and learning at Eden.
- Parents, staff and pupils feel that there is a strong sense of community at Eden Primary. This is the basis for strong SMSC development and understanding. The pupils all know and care for one another, and this is strengthened by older pupils sitting with younger ones and taking responsibility for them at lunch, buddy systems, activities in groups with pupils from each class participating together and opportunities for siblings to work together; for example, Year 6 pupils leading a *Tu B'Shvat Seder* (special meal on the New Year for Trees) for the Year 2 pupils.
- The quality of *Tefillah* is outstanding. The pupils experience a reflective aspect to all prayers whether through guidance or individual impact on their thoughts. For example, when the pupils in Reception were given time to think about someone or something they want to ask God about, they asked for someone to get better or for help with something special. This makes the prayer personal and relevant. In Year 5, this reflective time was used to consider how the pupils can connect more with the meaning of their own thoughts and prayers in different settings. In Year 2 they were having *Tefillah* in the woods. One pupil said: "I feel I can connect more with God in my prayers when I am in the vast quiet area of the forest."
- *Tefillah* in each year group is strongly enhanced by a visiting prayer and song leader promoting spirited and enthusiastic participation with a focus on *kavannah* (intention), meaning and reflection. These sessions are filled with energy and provide vibrant opportunities for pupils to explore and experience spirituality and theology. The inspectors were able to experience this, and the impact in the classroom was tangible.
- There are opportunities for prayer and reflection throughout the school day: morning prayers, lunchtime blessings and mindfulness sessions. Pupils are very aware of the meaning of each prayer and what it means to them. The pupils in Year 5 knew that the prayer of *Mah Tov* was about Jacob's tents. One pupil commented: "It reminds me how we can create a special holy place anywhere to connect with God or with others in our lives, like at school or at home."

- The school's foundational commitments to Jewish, British and Universal values, outdoors and forest education, inclusion, diversity and creativity, combine harmoniously to promote pupils' SMSC development. This provides an excellent preparation for life in modern Britain, as citizens of the world and as leaders and active participants in the Jewish community.
- Eden's commitment to outdoors education (whole school activity, forest school play, regular class visits to Coldfall Woods) builds on and promotes pupils' natural curiosity, inspiring a love of nature and a sense of wonder. It is linked to their understanding of what Judaism has to say about the environment, as observed in a Year 2 lesson on being custodians of the world.
- The school's values of Respect, Excellence, Community, Creativity and Responsibility have equivalent Jewish values and are taught and reinforced in class lessons and assemblies. In a Year 6 class, these values were skilfully used by the teacher to engage pupils to reflect on their own leadership qualities. The discussion and learning that came out of this lesson was outstanding. The values, rules and an outline of the behaviour policy are displayed prominently around the school with personal comments by the pupils. In Year 3, the pupils were given the opportunity on each day of the *Omer* (period between the festivals of Passover and Pentecost) to focus on one of the five values of the school and to reflect on how they would improve in this area. Some of the comments of the pupils were: for 'Respect' - "I can work on being respectful by listening to the teacher"; for 'Community' - "I can play with my friends and become a whole group when other people join us."
- Self-esteem, resilience, community and good work is promoted continually throughout the school.
- Jewish Care interviews with residents and the Kindertransport evacuees project provided the opportunity to explore Jewish history and to bring it to life. This was reflected in the illustrations of their stories for the residents. The pupils spoke about how this project made them feel much more in touch with old people and respectful of them.
- Parents and pupils commented very positively about the many different ways pupils learn about their faith and heritage with the resident artist. She brings many aspects to life in a three-dimensional way; for example, the pupils enjoyed creating the fire in the forest to reflect on the experience of Moses at the burning bush, and making their own *Aliyah* suitcases for Israel 70, describing the feelings of making *Aliyah* as a child and the kind of things they would pack.
- Pupils in Year 6 feel well prepared for the next stage in their education through workshops with Hope not Hate and Streetwise on living in a diverse community, careful use of language, independence in school and outside in the wider community and the transition to secondary school. When studying Sex and Relationship Education, Jewish values about modesty and relationships are incorporated.

Views of parents and carers

Pikuach invited all the registered parents and carers of pupils at **EDEN** to complete a questionnaire about their views of the school. The comments below encapsulate their views:

Very happy with the interest and love for Jewish Studies developing, including Hebrew. Feel he is making good progress and enjoying learning...

Am completing this form for a child with SEN. I think more could be done to help him with Hebrew...but he certainly loves the Jewish stories and festival celebrations!

Eden provides a unique Jewish offering which captures what the school ethos is all about. The school has listened to parents and responded positively when we asked for more Hebrew reading.

Although my child learns a great deal about Jewish culture and values, and we are very happy with the learning environment, we are disappointed with the Hebrew learning. We are aware that the school is working hard to improve this area and look forward to seeing our child learn in the next school year.

The school very recently introduced a new Hebrew language program called Aleph Champ which will hopefully accelerate the children's progress in learning Hebrew.

I feel the school could cater better to different levels of Hebrew learning.

There are some excellent aspects of the Jewish Studies at the school. Jewish festivals are taught about in a creative and interesting way.

The great strength of Jewish education at Eden is that it encourages the children to think about and question what Jewish values are, and how to live them in a secular 21st century multi-cultural world, rather than focussing on the rote learning of prayers or on building a "ghetto" mentality. I particularly appreciate the way the school recognises that there is a plurality of Jewish observances amongst the parent body.

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 pupil's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	A school requiring improvement is not 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.