

# Inspection of Eleanor Palmer Primary School

Lupton Street, Tufnell Park, London NW5 2JA

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Inspection dates: 13 and 14 September 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since October 2011.

## **What is it like to attend this school?**

Pupils thrive in this nurturing and supportive school. The school develops pupils' knowledge and confidence through a rich curriculum and thought-provoking experiences. Pupils excel in their learning. This is because the school has high academic ambitions for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils are rightly very proud of the work that they produce in different subjects. They are exceptionally well prepared for the next stage of their education.

Pupils' behaviour is exemplary. They listen attentively, are highly motivated and show respect and kindness towards adults and each other. From early years onwards, pupils learn to identify emotions and adopt a mindset with which they see challenges or setbacks as a way to get better at something. This is a core part of the curriculum that pupils experience. For example, in physical education (PE), pupils strive to beat their own records in a three-lap challenge. Pupils celebrate the school's diversity and know that everyone is welcome.

The school promotes responsibility and independence in pupils, starting from early years. For example, in Reception, children rotate as class monitors. Older pupils keenly serve as reading buddies for younger ones. The school places great importance on boosting confidence and communication through developing pupils' fluency in expressing themselves. Pupils articulate their views and consider others' perspectives exceptionally well.

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

The school has designed a highly ambitious curriculum for all pupils, including pupils with SEND. Leaders have thoughtfully selected the concepts, vocabulary and skills that pupils need to learn. Pupils develop exceptionally detailed knowledge across the curriculum, which they recall with ease. What pupils are taught is sequenced effectively from early years onwards to allow pupils to build their learning cumulatively. For example, in mathematics, children in Reception learn about how numbers work, building a deep understanding of numbers to 10. Older pupils use this growing knowledge of number to solve increasingly complex problems. Similarly, in PE, younger pupils learn how to identify, use and move towards space safely when walking and jogging. Older pupils use this skill as they learn how to defend and attack in a range of sports.

High-quality training ensures that staff build subject expertise and present knowledge clearly. Teachers check pupils' understanding carefully. Any errors or misconceptions are routinely identified and corrected. This helps pupils to develop a depth of knowledge and understanding across different subjects.

The school encourages a love of reading across all year groups. Staff are well trained in the agreed phonics programme, teaching and modelling sounds with precision. Regular assessment allows staff to identify and address any gaps in pupils'

phonic knowledge. Books are carefully matched to the sounds that pupils are learning. This helps to ensure that pupils decode and read fluently. Leaders select ambitious texts to ensure that each year group is exposed to a broad and rich range of literature.

Pupils with SEND are swiftly identified. Regular training is provided for staff on how to help pupils to access the ambitious curriculum. Pupils receive appropriately personalised support, including through high-quality interactions with staff. Pupils with SEND are fully included in the life of the school.

Pupils behave exceptionally well around the school. This is because expectations are clear and are consistently applied. The school has carefully planned playtimes. Pupils use these times to engage sensibly with a range of different activities. From early years, children learn to show a focused attitude towards their learning. They treat others with respect. Pupils receive appropriate support on the rare occasions when their behaviour or attendance does not match the high expectations of staff.

The school has established a comprehensive and age-appropriate programme to support pupils' personal development. This well-being curriculum focuses on healthy living and provides pupils with a rich set of opportunities to develop their talents and interests. Pupils attend many clubs, including for various sports, vocal tuition and spelling. They also take on responsibilities such as those of diversity champions and reading buddies. Each pupil is encouraged to have a voice in school life and be part of 'The Big School Meeting'. Through this, pupils collaborate to address important school topics. Their votes on these topics have had a positive impact on the school environment, even influencing decisions such as the flooring selected for the premises. Intertwined in the curriculum are purposeful educational outings, visits and workshops that enrich the pupils' education further.

Staff are exceptionally positive about working at Eleanor Palmer. They particularly appreciate the efforts made to reduce unnecessary workload and support their well-being. Staff at all levels feel that the school invests in their development. This includes a personalised approach to the support that individual staff may need. A knowledgeable governing body provides appropriate levels of challenge and support.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	100027
<b>Local authority</b>	Camden
<b>Inspection number</b>	10289761
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	234
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Christophe Frerebeau
<b>Headteacher</b>	Sally Hill and Natalie Stevenson (Co-headteachers)
<b>Website</b>	<a href="http://www.eleanorpalmer.camden.sch.uk">www.eleanorpalmer.camden.sch.uk</a>
<b>Date of previous inspection</b>	18 and 19 October 2011, under section 5 of the Education Act 2005

## Information about this school

- The school runs its own breakfast club and after-school club.
- The school does not use any alternative provision.

## Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors met with all senior leaders, a number of teaching and support staff, governors and a representative from the local authority.

- The inspectors carried out deep dives in early reading, mathematics, PE and history. For each deep dive, inspectors held discussions with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also considered other subjects.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors took account of the views of pupils, parents and carers, and staff, gathered through discussions and responses to Ofsted's surveys.

### **Inspection team**

Karen Kent, lead inspector

His Majesty's Inspector

David Bryant

Ofsted Inspector

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