

Edinburgh Primary School

Queen's Road, Walthamstow, London E17 8QR

Inspection dates

9–10 October 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Since the previous inspection, leaders and governors have gained a more accurate understanding of the school. They are taking effective action to ensure that recent improvements are built on and sustained.
- Pupils' personal development, behaviour and welfare are good. Pupils show good attitudes to learning in class and are confident, self-assured learners. Routines are well established, ensuring that little learning time is wasted.
- Teaching is consistently good across the school. Teachers' good subject knowledge enables them to plan interesting activities which engage pupils in learning.
- Current pupils are making good progress from their starting points, over time.
- Safeguarding is highly effective. The school has a culture of vigilance. Pupils are encouraged to share their concerns or worries. Action is taken promptly to protect pupils, when necessary.
- Staff promote pupils' spiritual, moral, social and cultural development well. Pupils understand how to keep themselves safe, including online. Pupils are well prepared for life in modern Britain.
- A well-balanced curriculum provides strong subject knowledge and interesting activities for pupils. However, leaders have not ensured that opportunities to deepen and enhance pupils' knowledge and skills are embedded.
- Pupils who have special educational needs (SEN) and/or disabilities make good progress, especially in reading and mathematics.
- Children make good progress in the Reception Year due to good teaching, quality resources and well-planned, adult-led activities. Staff do not always provide enough opportunities to enhance and extend children's language and thinking skills.
- Teachers do not always provide sufficient challenge for the most able learners to enable them to reach their full potential.
- Disadvantaged pupils are making improved progress across the school. Leaders and governors use the pupil premium funding appropriately.
- The school uses an established and consistent approach to the teaching of mathematics. This helps pupils become confident mathematicians.

Full report

What does the school need to do to improve further?

- Further improve teaching and learning by ensuring that the most able pupils are provided with more challenging activities so they can achieve higher standards across all year groups.
- Improve the effectiveness of leadership and management by deepening the curriculum to ensure that the knowledge and understanding of all pupils are enhanced.
- Further improve early years provision by ensuring that all staff provide high-quality questioning, interaction and vocabulary to extend children's learning.

Inspection judgements

Effectiveness of leadership and management

Good

- Following the previous inspection in May 2018, leaders, governors and the local authority took immediate action to ensure that identified weaknesses were addressed. The acting headteacher is mentored by an experienced headteacher from a local school. As a result, leaders have created well-formed development plans and checked the impact of their actions thoroughly. Leaders and governors have gained a more accurate understanding of the school. This has had a positive effect upon the areas identified as needing improvement. For example, purposeful writing tasks now enable pupils to demonstrate an awareness of their intended audience. Pupils' presentation of their writing is improving, which is evident in their books.
- Leaders and governors are ambitious for the school, and they have high expectations for all pupils. They review the quality of teaching across the school closely. Staff have access to regular, high-quality professional development, which has a positive impact on improving teaching and learning. Leaders ensure that staff use effective assessment procedures to check how well pupils are learning. They hold staff tightly to account for pupils' progress.
- Leaders promote spiritual, moral, social and cultural development well, ensuring pupils are prepared effectively for life in modern Britain. Displays are used well to highlight shared values. Through their religious education lessons, pupils develop a good understanding of other faiths, including similarities and differences. The recent school council elections enabled pupils to develop their knowledge of democracy effectively.
- Leaders and governors have developed an improved strategy to ensure that the additional funding for disadvantaged pupils is used appropriately. Most of the funding is used to provide extra support for pupils in class. This support is effective. As a result, disadvantaged pupils' progress is improving in English and mathematics.
- The leadership of SEN is effective. Leaders plan accurately how the school will meet the needs of pupils who have SEN and/or disabilities. Leaders have established systems so that pupils who may have SEN and/or disabilities can be identified and support put in place in a timely manner. Additional adults are used well to ensure that pupils who have SEN and/or disabilities are empowered to become effective learners. As a result, they achieve well. Typically, parents say that the support for pupils who have SEN and/or disabilities is a strength of the school.
- The school offers a wide range of extra-curricular activities, including sport, cooking and computing clubs. These contribute well to developing pupils' knowledge and skills. The primary physical education (PE) and sport funding is used effectively. Guidance from specialist coaches has improved staff's knowledge in teaching PE. The school has increased opportunities for pupils to participate in sport and competitive tournaments.
- Leaders have ensured that the curriculum covers a wide range of subjects. Pupils talk positively about the range of learning activities both within the classroom and beyond. Visits to museums, art galleries and local places of worship help to enhance the curriculum. However, pupils do not always get opportunities to explore individual subjects in greater depth.

Governance of the school

- The previous inspection report stated that governors had offered limited challenge to leaders. However, since then, governors have been proactive in addressing this issue. They have strengthened their knowledge of the school and of how to hold leaders to account. Governors have ensured that robust action has been taken to develop a better understanding of how pupil premium funding is used. Consequently, they support and challenge leaders more effectively.
- Governors have high expectations for all pupils. They regularly attend training to keep their skills and knowledge up to date, including about safeguarding. They have a clear understanding of the performance of the school in comparison to other schools nationally and monitor key aspects of the improvement plan.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders are vigilant, ensuring that a safe culture exists within the school. The school's single central record of pre-employment checks meets statutory requirements and documents are well maintained.
- Leaders and governors are knowledgeable about the risks pupils face in the community. Training for staff and governors is thorough and up to date. Staff know what to do should they have a safeguarding concern. Governors receive regular updates about safeguarding and, through termly visits, check the school's pre-employment checks for new staff.
- Safeguarding records are of a high quality. Leaders ensure that if any concerns do arise they are dealt with in a timely manner. Through the effective use of the early help process, strong links with parents and external agencies are evident.
- The curriculum provides opportunities for pupils to learn how to stay safe, including when working online. Pupils say that they feel safe in school. If they have concerns, pupils know whom to speak to and that problems will be sorted out. Parents typically agree that this is the case.

Quality of teaching, learning and assessment

Good

- Staff and pupils have positive relationships throughout the school. Teachers have established a strong culture for learning. They engage pupils well, planning and teaching activities that are meaningful and interesting. Routines are well established, ensuring that little learning time is wasted. Pupils are motivated and enthusiastic, and they come to school ready to learn.
- As a result of the effective actions taken by leaders, teachers are focusing on improving pupils' writing. Pupils are being taught handwriting consistently, which has helped to improve presentation in books. Pupils have opportunities to write across a range of genres. For example, they write instructions on how to make a salad, diary entries and narratives. Teachers model writing effectively. They include opportunities

to write in subjects across the curriculum. A strong emphasis on the teaching of grammar and spelling is evident in lessons and books.

- The teaching of phonics is effective in the school. For example, pupils in key stage 1 use their strong phonics skills accurately to blend sounds and as a basis for spelling in their writing.
- Teachers use their good subject knowledge to provide pupils with clear explanations in lessons. Questioning is used consistently to assess pupils' understanding of what is being learned and to address misconceptions. Teachers check pupils' work regularly and provide advice in class to help pupils improve their work. However, there are times when teachers do not ensure the most able pupils are provided with sufficient opportunities to refine and acquire deeper knowledge.
- Additional adults make an important contribution to learning. They know pupils well and work effectively with the teacher. These adults target groups and individual pupils, providing extra support and challenge. This helps pupils learn successfully.
- Pupils attain well in reading across the school. Pupils typically read with understanding and have good comprehension skills. They read confidently and fluently. Pupils demonstrate positive attitudes to reading and talk enthusiastically about the books they read.
- In mathematics, the school uses a consistent approach to calculation, which helps pupils to become confident and proficient in their use of numbers. Pupils are provided with opportunities to become fluent with skills and understand mathematical concepts. They apply these skills well when solving problems, and opportunities to develop mathematical reasoning skills are evident in their books.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy coming to school. They show good attitudes to learning in class and are confident, self-assured learners. However, very occasionally, when learning tasks are not well matched to pupils' needs, they can become distracted. Pupils value the opportunity to celebrate their personal successes in achievement assemblies.
- Pupils learn about the 'Edinburgh values' of respect, unity, tolerance, acceptance, democracy, equality, liberty and the rule of law. Pupils demonstrate these values with pride and enthusiasm. The curriculum is used to promote these shared values so that they are an integral part of the school. One pupil confidently explained, 'Differences are good, we are all different'.
- Pupils understand how to stay safe online. They are also knowledgeable about other aspects of keeping safe, such as road and bicycle safety. Through assemblies and workshops, they develop an age-appropriate awareness of the risks faced outside of school, for example from gangs.
- Pupils understand different kinds of bullying, including online cyber bullying. They say that bullying occurs rarely but that, if it does, they are confident that staff will resolve it

promptly. Parents and carers say that their children feel safe at school. Most say that the school deals effectively with incidents of bullying. Inspectors agree.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well throughout the school. They understand the school's rules and why they are necessary. Pupils encourage each other to make the right choices. During playtimes, they play together very well. They follow the well-established routines and procedures closely and, as a result, the school is calm and orderly.
- Leaders have ensured that attendance is a high priority for the school. As a result, attendance is above the national average and persistent absence is well below.

Outcomes for pupils

Good

- From their low starting points on entry to school, pupils make good progress, over time, across the curriculum.
- As a result of improvements to teaching, learning and assessment, outcomes for pupils are improving. The school's own assessment information, supported by evidence in pupils' books, indicates that pupils' progress in English and mathematics is good across the school.
- In 2018, the unvalidated assessment information for Year 6 pupils suggests that progress for all pupils has significantly improved. Attainment in reading, writing and mathematics was higher than in 2017.
- Current pupils' work shows that disadvantaged pupils and those who have SEN and/or disabilities are making good progress across the curriculum. These groups of pupils benefit from individualised and group support from teachers and additional adults.
- In the wider curriculum, pupils develop good subject knowledge and key skills effectively. Teachers introduce and reinforce key vocabulary, knowledge and understanding. However, more opportunities to extend and deepen pupils' subject knowledge across the curriculum are needed.
- In 2018, the proportion of pupils who reach the expected standard in mathematics at the end of key stage 1 and key stage 2 was above the national average. Due to the emphasis on developing problem-solving and mathematical reasoning skills, good progress for current pupils is evident across all year groups. This is reflected in books and the schools' assessment information.
- The most able pupils are making good progress. Nevertheless, they are not always challenged enough, especially in writing and mathematics. This means that sometimes they are provided with work that does not allow them to challenge their thinking or deepen their knowledge in different subjects.
- A scrutiny of pupils' books in different year groups demonstrates that writing is improving, since the last inspection, and that pupils' progress is good.

Early years provision

Good

- From their starting points, children make good progress during their time in the Reception Year. Attainment has been improving over the last three years. The proportion of children who achieved a good level of development was above the national average in 2018. Consequently, these children are well prepared for learning in Year 1.
- Leaders are knowledgeable about child development and early years practice. Through a strong transition process from home or nursery to Reception, staff know the children well and are aware of their needs. Routines are well established, and children and adults have positive relationships. All safeguarding and statutory welfare requirements are met.
- Children behave well and are motivated to learn. They are able to sustain concentration in their learning for extended periods. Children have access to a wide range of activities across all areas of learning. The classroom and outside environment are resourced well and encourage children to develop independence.
- Early years staff plan a mixture of adult-led activities and learning opportunities that children choose and shape themselves. Children are confident to use equipment to develop their skills safely without adult intervention. For example, children at the work bench choose independently to use hammers to bang in nails and saws to cut wood. During formal, adult-led tasks, adults use questioning, model language and introduce new vocabulary effectively to enhance and extend children's learning. However, this is less evident during informal learning, when children choose their own activities, and is an area for improvement.
- Leaders have established positive partnerships with parents. Staff share learning and children's progress with parents and carers. This gives parents and carers the opportunity to see their children's learning experiences and communicate their own views.

School details

Unique reference number	103053
Local authority	London Borough of Waltham Forest
Inspection number	10056187

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	521
Appropriate authority	The governing body
Chair	Thomas Goodall
Acting Headteacher	Piers Maitland
Telephone number	020 8509 6180
Website	www.edinburghprimary.co.uk/
Email address	school@edinburgh.waltham.sch.uk
Date of previous inspection	23 May 2018

Information about this school

- Edinburgh Primary School is larger than the average-sized primary school.
- Since the previous inspection, due to the absence of the headteacher, the deputy headteacher has been the acting headteacher. During this time, leaders have received formal support, brokered by the local authority, from an experienced local headteacher.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils who have SEN and/or disabilities, including those with an EHC plan, is above the national average.
- The proportion of pupils who speak English as an additional language is above the national average.

Information about this inspection

- Inspectors observed learning in all classes, including jointly with the acting headteacher, the supporting headteacher and assistant headteachers.
- Together with middle and senior leaders, inspectors scrutinised pupils' books from all year groups. Inspectors also analysed a range of information about pupils' progress.
- Inspectors listened to some pupils from each year group read. They spoke to pupils while visiting classrooms, in the dining hall and on the playground. In addition, inspectors spoke to groups of pupils formally from key stage 1 and key stage 2 to find out their views of the school.
- The lead inspector met with governors. Phone conversations were held with the governor with responsibility for safeguarding and a representative from the local authority.
- A range of meetings were held with the acting headteacher, supporting headteacher, assistant headteachers, middle leaders and teachers.
- Inspectors observed extra-curricular clubs and celebration and singing assemblies.
- Inspectors reviewed various documents provided by the school. These included the school's self-evaluation, improvement plans, documents relating to safeguarding and records of behaviour and attendance.
- The views of parents were collected at the beginning and end of the school day. Inspectors took account of 104 responses to Ofsted's online questionnaire, Parent View.

Inspection team

Andrew Hook, lead inspector	Her Majesty's Inspector
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Ann Pratt	Ofsted Inspector
Brenda Watson	Ofsted Inspector

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