

Inspection of Elmhurst Primary School

Upton Park Road, Forest Gate, London E7 8JY

Inspection dates: 6 and 7 October 2021

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Elmhurst Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Elmhurst Primary School to be outstanding, before it opened as an academy. From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened in Elmhurst Primary School's effectiveness before and after it converted to academy status.

What is it like to attend this school?

Pupils are extremely proud to be members of this school. They have healthy, positive relationships with each other and with staff. Pupils show respect towards everyone. They appreciate each other's differences.

Pupils behave extremely well in their lessons and around the school. They move sensibly from one activity to the next. No time is wasted during learning. Pupils take part in their lessons with enthusiasm. Children in early years settle in quickly and are excited about their learning. Bullying is rare and is not tolerated. Pupils can talk to any member of staff about any worries or concerns.

Teachers have high expectations for all pupils. They make sure that they all do the best they can. Pupils of all abilities thrive and enjoy a wide range of subjects. They talk about their learning with confidence and enthusiasm. Pupils produce work of a high standard across all subjects. Reading is enjoyed in every classroom and pupils love talking about their favourite books and authors.

Pupils love all the extra opportunities they have outside the classroom. They enjoy their clubs, trips and residential. Many have the chance to go abroad. They can develop into poets, artists, dancers and athletes.

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

Subject leaders have made sure that the curriculum is ambitious for all pupils. Each subject is carefully planned for every year group, including the early years. Leaders work closely together. They train and support teachers well. This includes through the national English and mathematics hubs. As a result, teachers are really confident in their teaching. They are clear about what key knowledge and skills need to be taught. Prior learning is routinely recapped to make sure pupils remember it. Staff check what children know during lessons and support them when needed. End of unit assessments help to identify the help that every pupil needs. Teaching is adjusted accordingly.

Leaders do not accept that the curriculum is ever 'good enough'. Best practice is researched regularly. Plans are constantly under review to ensure that teaching remains of high quality.

Teachers are encouraged to learn from each other. Those new to the career are well supported. They enjoy learning from more experienced staff. Career progression within the school is encouraged and, consequently, teachers stay at this school for a long time.

The teaching of reading is well established and very effective. The reading leader gives excellent support to staff in the early years and in Years 1 and 2. Pupils make

excellent progress in learning phonics. Those who fell behind due to the COVID-19 lockdowns are catching up quickly.

Expectations are high for all pupils. Nursery children are taught reading and number skills that they might normally learn in Reception. As a result, these children access the Reception curriculum at a higher level. This, in turn, supports the transition to Year 1. Teachers across the school adapt their teaching so that all pupils, including those with significant special educational needs and/or disabilities (SEND), can access the curriculum. The inclusion team makes sure that teachers are skilled in how to best support pupils with SEND. Excellent behaviour in lessons enables all pupils to learn affectively.

Pupils at this school learn how to be good citizens. The curriculum supports them in learning how to live in modern Britain. Leaders, including governors, thoroughly consulted and listened to parents over the introduction of the new relationships and sex education curriculum. Despite initial parental concerns, an agreement was reached so that all parties agreed on what is best for the pupils.

Engagement with parents is a key strength of the school. Parents are overwhelmingly positive about the school. They feel listened to and supported and know that their children do well. Parents are valued as part of the school community and are regularly invited into the school. These visits start in the early years. Parents get to see how their children are learning and are encouraged to join in.

Pupils have many impressive opportunities to develop their talents and interests beyond the classroom. They take part in a range of clubs before and after school. This includes the chance to practise debating skills to a high standard. Pupils can attend at least two residential trips during their time here. They are also able to attend curriculum-focused trips to Europe, such as the art trips to Venice and Barcelona.

Staff feel very well supported by their managers. Their well-being is taken into consideration at all times and leaders take action to ensure workload is manageable. Governance is strong.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding team has clear systems set up so that all staff know about how to report concerns. The team reports any concerns in a timely manner to the appropriate agencies. They check that all agencies take timely and appropriate action to support vulnerable pupils.

Staff and governors receive regular training and are aware of their safeguarding duties. Safeguarding is a high priority. Staff have strong links with the parents and work effectively in partnership with them. Pupils are taught how to keep safe

through the curriculum. They all know at least one adult they can talk to confidentially about worries or concerns.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	145362
Local authority	Newham
Inspection number	10199308
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	980
Appropriate authority	The governing body
Chair of governing body	Marjorie Browne
Headteacher	Sukwinder Samra
Website	www.elmhurstprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school became part of a multi-academy trust (MAT) in April 2018, joining with three other schools.

Information about this inspection

- The inspectors carried out this inspection under section 5 of the Education Act 2005.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with senior leaders from the school. They met with five members of the governing body, including the chair of governors. A meeting was held with the executive headteacher, who is also the representative of the multi-academy trust.
- Inspectors met pupils to understand their views on the school.

- Inspectors did deep dives in the following subjects: early reading, mathematics, science, history, art and computing. As part of the part of the deep dives, inspectors met with leaders to discuss curriculum plans, visited lessons with senior leaders, met with teachers, and looked at pupils' work.
- Inspectors considered the well-being and behaviour of pupils during lesson visits and around the school. They visited the playground at lunchtime.
- Inspectors considered the effectiveness of safeguarding through discussions with leaders, teachers and support staff. They looked at records relating to safeguarding, including pre-employment checks.
- Inspectors spoke to a range of staff about their workload and well-being. They considered the 53 staff responses to the Ofsted survey.
- Inspectors reviewed a wide of documentation provided by the school. This included the school improvement plan, curriculum documentation and school policies.

Inspection team

Aliki Constantopoulou, lead inspector	Her Majesty's Inspector
Alison Martin	Ofsted Inspector
David Bryant	Ofsted Inspector
Dawn Titus	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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