



Edinburgh Primary School

Inspection Report

Unique Reference Number 103053
LEA Waltham Forest LEA
Inspection number 276822
Inspection dates 11 October 2005 to 12 October 2005
Reporting inspector Keith Williams AI

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

Type of school	Primary	School address	Edinburgh Road
School category	Community		Walthamstow
Age range of pupils	4 to 11		London E17 7QB
Gender of pupils	Mixed	Telephone number	02085204832
Number on roll	190	Fax number	02085218671
Appropriate authority	The governing body	Chair of governors	Ms Aysa Esakji
Date of previous inspection	27 November 2000	Headteacher	Mr Hasan Chawdhry

Age group 4 to 11	Inspection dates 11 October 2005 - 12 October 2005	Inspection number 276822
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Edinburgh is a smaller than average primary school. The pupils are drawn from a wide range of cultural and ethnic backgrounds. Almost a half of the pupils are of Pakistani heritage. The remainder includes pupils from other Asian backgrounds, including those from families with roots in India and Bangladesh, and those of White British, Caribbean or African descent. Almost three-quarters of the pupils are learning English as an additional language, a large proportion of whom are at an early stage of learning English. Over a third of the pupils are identified as having special educational needs, which is above average. The proportion of pupils who join or leave the school at other than the usual points of entry is above that typically found. The attainment of pupils on entry to the reception class covers a range but, overall, it is well below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school that makes a real difference to the pupils' lives. The school has a more modest view of its effectiveness but, given the standards attained by the pupils and the exceptional progress they make, it is clear that the school gives excellent value for money. The leadership, management and teaching are outstanding, which has a significant impact on the pupils' progress and achievement. Most pupils start school with well below average attainment and, by the end of Year 6, they attain standards that are in line with what is expected nationally. A close check is kept on how the pupils are progressing and test results and other assessments are evaluated carefully. Those pupils who need extra help get it. Many pupils are at the early stages of learning English. They receive excellent support, rapidly gain in confidence and achieve very well. The school has a higher than usual proportion of pupils with special educational needs. The high quality support that they receive ensures that they, too, make excellent progress towards their targets. The pupils' personal development is given a very high priority and they respond by having exceptionally positive attitudes and impeccable behaviour. The school has successfully raised standards in English, mathematics and science since the last inspection and accelerated the progress made by the pupils. There is no complacency, however, and the leaders of this outstanding school have the capacity to secure even further improvement. For example, the school feels that more pupils could reach the higher levels in writing and plans to deal with this are already well in hand.

What the school should do to improve further

* Continue to raise standards in writing, particularly amongst the more able pupils

Achievement and standards

Grade: 1

The pupils join the school with attainment that covers a range but, overall, it is well below average. It is particularly low in communication, language and literacy. The children get off to a good start in the reception class, make good progress and about half of them are likely to reach the goals expected of them as they enter Year 1. Across the school, the pupils make excellent progress and, by the end of Year 6, standards are average. Taking account of their performance when they were in Year 2, the results for eleven year olds in the 2004 national tests in English, mathematics and science showed that the pupils made significantly better progress than that found in other schools. Although the provisional data for 2005 shows that the results dipped and the school's challenging targets were not met, this group of pupils still made better than expected progress. The school keeps a close check on the progress made by different groups of pupils, including those who are seen as being vulnerable. The pupils who are at an early stage of learning English are very well supported. They make a brisk start in acquiring English in reception and Years 1 and 2 and, as they become increasingly confident in their use of English; their progress accelerates through to

Year 6. Those pupils identified as having special educational needs are very well taught so that they, too, make excellent progress towards their targets. There is no significant difference in the progress made by pupils from different ethnic backgrounds.

Personal development and well-being

Grade: 1

The pupils' personal development is outstanding. They flourish within the school's safe and happy environment. The pupils appreciate the kindness of the adults who work with them and recognise the contribution made by all staff, not just their teachers. Relationships and behaviour are excellent. Pupils of different backgrounds play and work well together and they learn to deal with discrimination. They are set an excellent example by the head and staff. One boy summed up his view by saying, 'You've got to learn to live with each other.' The pupils make a very positive contribution to the community. This extends beyond the school through the very effective links with other schools locally and abroad. They develop an understanding of the similarities and differences of different religious and cultural perspectives and express this in their art and writing. Spiritual development is evident in the way they relate to each other and respond to music and other creative stimuli. A pupil described the enjoyment he had playing with a game made by his pen-pal's school in India. Attendance is in line with the national average and the school's thorough systems are aimed at improving it further. The pupils are very punctual.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching is outstanding and this has a significant impact on the pupils' learning, the standards they reach and their progress. Lessons take place in a calm, supportive atmosphere and are planned carefully to take account of the pupils' differing needs. The teachers and teaching assistants form a highly effective team. They take turns to lead in lessons and are very clear about what the pupils are expected to learn. They ensure, for example, that those at an early stage of learning English understand what they have to do and can play a full part in lessons. The work is presented in exciting and imaginative ways, often making good use of the interactive whiteboards. Outstanding support is given to those pupils with special educational needs and this is very much appreciated by the pupils. As one pupil in Year 4 said, 'The teachers are really kind and help you learn in a fun way.' As a result, pupils of all abilities invariably have very positive attitudes to their work. They talk about their work enthusiastically, work extremely hard and are eager to please. Teachers mark work thoroughly and the pupils are given good information about how well they are doing and what they need to do to improve. The school has identified the need to involve the pupils more in assessing their own performance and this is becoming increasingly more evident. Consequently, the pupils are developing a good awareness of how well they are learning and, crucially, how they can improve.

Curriculum and other activities

Grade: 1

The school plans its broad and balanced curriculum so that all the parts fit together seamlessly. Staff feel encouraged to share and try out new ideas. They organise many excursions and have devoted considerable energy to bringing external experts into the school. The result is a rich experience for all the pupils. They have opportunities to visit London's art galleries and public spaces, as well as other local schools. For some pupils, this has particular value because it represents a chance that would not be available to them outside of school. The pupils are taught how to stay safe. The game presented by the school in India is a good example of this, dealing, as it does, with the United Nations charter of children's rights. The staff review and improve what they teach regularly. Recent enhancements to the provision and quality of information and communication technology equipment, for example, are leading to more widespread and effective use.

Care, guidance and support

Grade: 1

The school attaches great importance to the emotional development of pupils. The headteacher deals promptly and effectively with the very few examples of unsatisfactory conduct, including those which result from prejudice. Each pupil's personal and academic development is tracked carefully. They gain a clear idea of how well they are doing, enjoy assessing their own work and know what to do to move forward. As one Year three pupil put it, 'You have to decide whether you've learnt something ... and the teacher has to agree.' Innovative ways of helping children deal with challenges, for example the support provided by the art therapist, have a considerable impact on their progress. The large number of support staff provides very high standards of care. Individual attention helps all pupils, including those who are vulnerable or particularly needy. The pupils learn the importance of eating healthily, avoiding dangerous substances and leading healthy lives.

Leadership and management

Grade: 1

The leadership and management are outstanding and this has a major impact on the progress made by the pupils, their personal development and their well-being. The inspirational headteacher has established an ethos that welcomes pupils of all backgrounds and enables them to fulfil their potential. The vast majority of parents are very supportive of the school and speak highly of the headteacher's contribution to the improvement seen in recent years. The excellent governing body and staff support the headteacher's vision for the school's continued development and, together, they ensure that the school has the capacity to build on its successes and improve still further. Governors are more effective than at the time of the last inspection and they have a range of strategies to keep them well informed. Governors have a very keen awareness of what is working well and what can be improved and they use this

knowledge to hold the school to account. Senior staff evaluate the school's performance very thoroughly and there is a strong commitment to seeking further improvement. Test results and other assessments are analysed very thoroughly. The progress made by different groups is tracked and, when necessary, extra help is provided for those who need it. The school has identified the need to raise standards in writing, particularly amongst more able pupils and plans are well in hand. Alongside this rigorous approach, the care and welfare of pupils and staff and the promotion of self-confidence are paramount. The staff team is given excellent support to ensure that they are able to work effectively. The pupils are well involved in making decisions and offering their opinions, for example through the highly effective school council. These views are taken into account when reviewing performance and the school has rightly identified the need to consult with parents on a more formal level.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

This letter is to tell you about the findings of the recent inspection. Thank you for the very friendly way in which you welcomed us to your school. We enjoyed talking to you and your views and opinions have given us a lot of helpful information. Many of you told us how good you think your school is and feel that you are getting on well. We agree with you. We think your school is outstanding and there are many things happening in your school that are better than we usually find.

Your headteacher and staff work very hard to make sure that you are able to do your best. We are pleased with the progress that you are making and your work in English, mathematics and science is much better than it was when the school was last inspected. Your teachers keep a careful eye on how you are doing and they think that some of you could do even better with your writing and they are planning to give you lots more opportunities to write. We are sure that if you continue to work so hard that you can get even better.

We like the way that you work and play together and how you respect each other's views and opinions. Your behaviour is excellent in lessons so that everyone is able to get on with their work. Many of you told us that you appreciate the help you get when you are stuck or do not understand something. We think your teachers are really good at this. You behave very well on the playground, too. We know how much you look forward to playtimes - some of you would like even more! You also said that you feel safe at school and that the adults care for you. We agree. We are very pleased that some of you help the school to run smoothly by taking part in the school council. Once again, thank you very much for your help. You are rightly proud of your school. We are sure that you will carry on working hard and doing well and we wish you good luck for the future.