

# Edinburgh Primary School

## Inspection report

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<b>Unique Reference Number</b>	103053
<b>Local Authority</b>	Waltham Forest
<b>Inspection number</b>	323737
<b>Inspection dates</b>	26–27 November 2008
<b>Reporting inspector</b>	John Collins

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	203
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Aysha Esakji
<b>Headteacher</b>	Ms Judy Brown (acting)
<b>Date of previous school inspection</b>	11 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Edinburgh Road Walthamstow London E17 7QB
<b>Telephone number</b>	020 8520 4832
<b>Fax number</b>	020 8521 8671

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<b>Age group</b>	4–11
<b>Inspection dates</b>	26–27 November 2008
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This school is smaller than average. Pupils come from many social and ethnic backgrounds, the largest being Pakistani, Indian and Caribbean followed by British and other white backgrounds. Almost three quarters are learning English as an additional language; this is well above average. Over one third of pupils are eligible for free school meals and nearly half have learning difficulties or special educational needs, both well above average. The proportion of pupils starting and leaving the school at other than the usual times is also above average. Children start the Early Years Foundation Stage (EYFS) in the Reception class from a wide range of pre-school experience. The school funds a breakfast club, and an after school club is privately funded. The school has achieved the Healthy Schools and International Awards, and is applying for the Basic Skills Qualitymark. The school is currently led by an acting headteacher, supported by a part-time interim headteacher, newly appointed this term to replace the previous acting headteacher.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. The overwhelming majority of parents support the school and are pleased with the progress their children make. One wrote to say, 'This is a school I highly recommend'. The newly appointed acting headteacher and the interim headteacher have given back a sense of purpose and direction to the school. With the good support of the governors, they have succeeded in raising pupil and staff expectations and improving the overall quality of teaching and learning. The new subject leaders are developing some aspects of their management roles well, but currently are less focused on leading the drive to raise standards and achievement.

Despite a significant turnover of staff at all levels, most pupils continue to make good progress from starting points that are well below those expected when they join school. Standards last year dipped from the average standards overall at the end of Year 6 in 2007, particularly in mathematics and science. However, the 2008 cohort of pupils had significant barriers to learning in that the proportions of pupils from different ethnic backgrounds, pupils with special educational needs and learning difficulties, and those learning English as an additional language were all well above average. Girls outnumbered boys by two to one and the numbers of pupils who had joined the school at times other than normal was high. Current assessment and tracking data show that the present Year 6 is on target to reach standards much closer to the national average. However, this is not the case for the more able pupils particularly in writing, mathematics and science.

Attainment on entry to the Reception class is well below that expected. Most children have little or no pre-school experience and skills are particularly low in language and communication, knowledge and understanding of the world, and social skills. Outstanding provision and teaching in the EYFS enables most children to make good progress so that by the start of Year 1 many are working securely at the levels expected of them. Nevertheless, language skills remain less well developed than other areas because of the high proportion of children starting school with little or no English.

The school is working hard to involve parents in their children's learning with increasing success. Many parents wrote to express their approval of what the school is doing. They are appreciative of the ways the school celebrates its cultural diversity through activities such as Black History Month. One parent wrote, 'We place a high value on the way the school celebrates the diverse religions and ethnic communities it serves.' This, with its strong community and international links, helps the school to promote social cohesion well.

Good teaching and a good curriculum promote a positive learning atmosphere. Teaching is now consistently good or better. Pupils readily respond to teachers' challenges although sometimes opportunities are missed in lessons to extend the more able pupils. Relationships are very good, reflecting the strong ethos of inclusion. Pupils say they feel valued and safe. Teaching assistants and outside agencies are used effectively to support pupils with special educational needs and learning difficulties, particularly those with speech and language problems. This promotes their personal development well and enables these groups of pupils to achieve to the same level as others.

The increased stability in staffing, the improvement in the quality of teaching and learning, outstanding provision in the EYFS, and the good leadership of the current senior management team are ample evidence of the school's good capacity for future improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

The leadership, management and teaching in the EYFS are outstanding, enabling children to make significant progress in relation to their low starting points. They enter with levels that are well below those expected for their age, particularly in communication, language and literacy, knowledge and understanding of the world, and social skills. For example, nearly three quarters of children currently in the Reception class started school with very little or no English. Despite this, children get off to a brisk start. By the end of EYFS, most are making good progress and working at the levels expected of them.

Children clearly enjoy coming to school. They settle quickly and feel safe and at ease with staff and other children. Children are confident in their relationships with each other and develop respectful and caring attitudes. One parent commented that her child is well cared for, and that she noticed how much progress her child is already making in her learning. Staff give very strong emphasis to developing children's social, emotional and communication skills during both adult-led and free choice activities.

The outstanding teaching is having a significant impact on the progress that children make, particularly in communication, language and literacy. Progress is assessed and monitored very well so that planning for future learning is good. Despite the restrictions of space in both indoor and outdoor areas, children are able to access a good balance of stimulating activities. A topic on 'people who help us' provided excellent opportunities for role play in a shop area. Children spent time talking about 'how much' items were, with great excitement over handling and counting money.

### What the school should do to improve further

- Raise standards in English, mathematics and science, particularly for the more able pupils, by being more consistent in challenging pupils to achieve as well as they can.
- Develop the leadership role of subject leaders so they have a clearer focus on raising standards and achievement.

## Achievement and standards

### Grade: 2

From a low base on starting school, consistently good or better teaching and well-targeted support enable pupils' progress to pick up, and achievement by the end of Year 6 is good. Standards have fluctuated over time due to the significant variations in cohort composition. Test and teacher assessments show that in 2007 most pupils were attaining broadly average standards by the end of Year 2 in reading and mathematics but with few pupils attaining the higher levels. Standards in writing were below average. A very similar picture emerged for pupils at the end of Year 6. The latest unvalidated test data from 2008 shows a decline in standards, particularly for the more able pupils. However, current assessment and tracking data and lesson observations show that overall standards in Year 6 and Year 2 in English, mathematics and science are again moving closer to the national average. The rate of improvement for more able pupils is not as good, however, particularly in writing, mathematics and science. Good provision for pupils with speech and language difficulties and those with special educational needs enables them to make progress just as well as other pupils.

## Personal development and well-being

### Grade: 2

Spiritual, moral, social and cultural development is good. Pupils of all ethnic groups learn to get along well together through assembly themes, topics such as the celebration of Black History, well-planned visits and visitors. Pupils enjoy coming to school and have good attitudes towards their learning. Attendance is much improved and is now average. Behaviour around the school and in the playground is good. Pupils feel safe and are confident that adults listen if they have any concerns. They have a well-developed understanding of how to stay healthy by eating sensibly and keeping fit. The Breakfast Club offers a healthy start to the day for those pupils attending and one said, 'When you eat breakfast you have energy for your brain until lunchtime!' Pupils are proud of their school and the responsibilities they have, such as being Accident Prevention Officers and showing visitors around. The school council is enthusiastic about its role and how it is contributing towards the daily life of the school. For example, a Year 5 pupil said that there were now more cameras available for pupils to use in lessons due to the efforts of the school council. The school is aware of the need to develop further basic skills in English and mathematics to better prepare pupils for their future.

## Quality of provision

### Teaching and learning

#### Grade: 2

Effective monitoring and training have improved the quality of teaching, which is now consistently good with some outstanding lessons seen. There are very good relationships between pupils and all adults. One parent wrote of her child that, 'She finds the school and her teachers inspiring.' Behaviour is well managed, which helps to create a good working atmosphere. Lesson planning has improved and pupils are now aware of what is expected of them. The great majority respond positively to the activities planned for them, although sometimes opportunities are missed to challenge the more able pupils to achieve as well as they might. Lessons have a good focus on developing speaking and listening skills, making good use of 'talking partners' and class discussions. Information and communication technology (ICT) is used successfully to stimulate pupils' interest and enthusiasm and ICT skills are now being used effectively in different areas of learning. Teaching assistants play an important role in helping pupils with learning and language difficulties to play a full part in lessons. This contributes strongly both to pupils' personal and academic development.

### Curriculum and other activities

#### Grade: 2

Good development of the curriculum through topics such as Black History Month, an anti-bullying theme and links across different subjects makes learning enjoyable and interesting for all pupils. Pupils speak enthusiastically about the subjects that they enjoy such as investigations in science, and topics in art and history. They benefit from taking part in a range of physical education and sports activities and the school is making good use of its restricted space to ensure good provision. Curriculum enrichment is good through a wide range of visits and visitors. These contribute well to personal and academic development. Recent visits have included a visit from a school in Denmark, which resulted in a joint assembly. One Year 5 pupil said that he enjoyed a class visit to Lea Valley River and that, 'It helped me to understand more about habitats.' There are good international links through the Comenius Project. This has

provided opportunities for pupils to practise their ICT skills through daily video conferencing links with a school in India. Opportunities to develop speaking and listening skills are good but more could be done to enable pupils to practise their literacy and mathematical skills in other areas of the curriculum.

## **Care, guidance and support**

### **Grade: 2**

Pupils are well cared for and say that they feel safe. Robust welfare and safeguarding systems are securely in place and the school has established good links with parents, carers and external agencies. Support for pupils who have English as an additional language is well planned and effective in meeting their individual needs. Classroom assistants are successful in helping these pupils to access all areas of the curriculum through sensitive and well-targeted support. Teachers are helping to develop a national system of assessment to track how well pupils are doing and to plan future work based on their previous learning. This is helping the school to build up a clearer picture of progress through tracking and monitoring those who are underachieving. It is not yet sufficiently well embedded in the school to show its full impact, particularly for the more able. Individual learning targets are beginning to be used consistently well to move pupils on in their learning. Tracking is also used well to plan provision for pupils with learning difficulties, particularly those with speech and language problems.

## **Leadership and management**

### **Grade: 2**

In a very short time the good leadership and management of the new acting headteacher and the interim headteacher have given the school a stronger sense of purpose and direction. Issues over behaviour and the quality of teaching have been tackled successfully. One parent wrote to say, 'My son is flourishing at this school.' Assessment and monitoring systems are becoming more securely embedded in the work of the school and this is improving the tracking of progress and achievement. Subject leaders manage their areas well and are developing a clearer view of strengths and weaknesses in their subject areas. They are currently less focused on leading the drive to raise standards and achievement. Governance is good and the governing body has provided good support to the school in its recent period of change and temporary leadership. Recent training has already been undertaken to develop the role of the governing body as a critical friend of the school in holding the school to account for its future development.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

10 December 2008

Dear Pupils

Inspection of Edinburgh Primary School, London, E17 7QB

Thank you for making us so welcome when we came to visit your school. You were very helpful to us in showing us your work and talking to us. You told us Edinburgh Primary is a good school and we agree. We were very impressed by your good behaviour in classes and on the playground.

Here are some of the things we think the school does well.

- Many of you are beginning to make good progress in reading, writing and mathematics.
- We agree with you that you have good teachers who plan exciting and interesting lessons.
- The new headteachers and governors are doing a good job in running the school.
- We think the school takes good care of you.

Here are a couple of things we think the school could do better.

- Raise standards in reading, writing, mathematics and science by making sure all groups of pupils, particularly those who find learning easy, are challenged to do their very best at all times.
- Help the teachers whose job it is to lead these subjects get better by focusing on raising standards and achievement even higher.

You can help by doing your very best at all times and continue to enjoy your time in school. Remember to ask your teachers if you need help, we are sure they will be glad to help.

Best wishes for the future.

Yours faithfully

John Collins

Lead Inspector