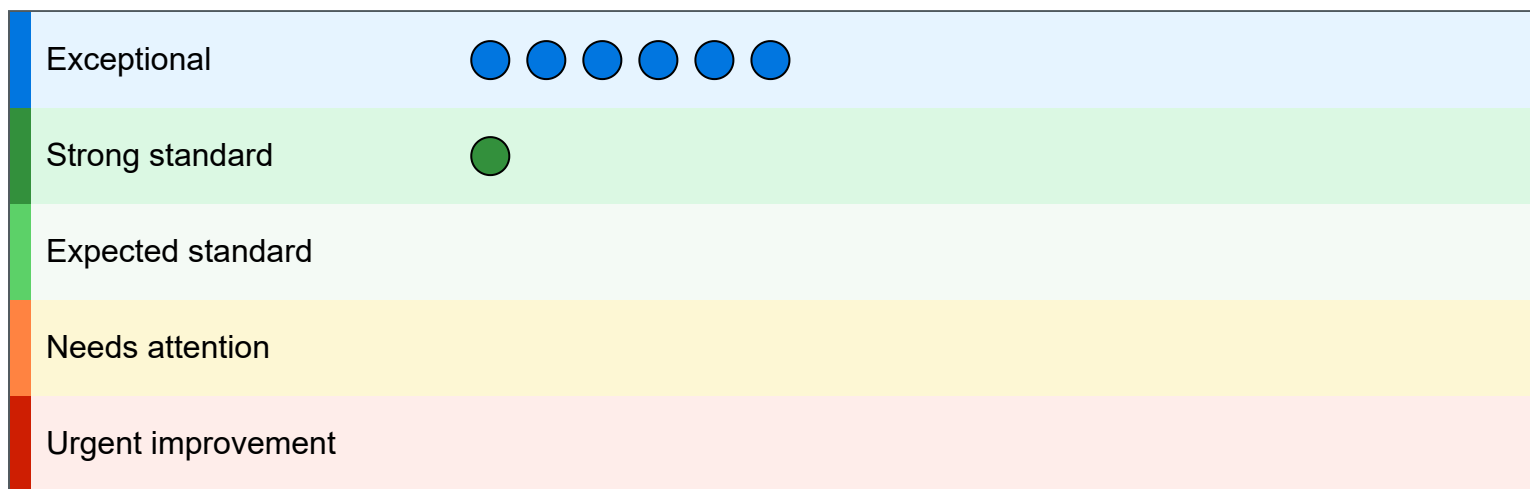


Elmhurst Primary School

Address: Upton Park Road, Forest Gate, London, E7 8JY

Unique reference number (URN): 145362

Inspection report: 3 February 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Exceptional ●

Achievement

Exceptional ●

Pupils achieve exceptionally well from their starting points. Published data shows that, by the end of Year 6, pupils' attainment and progress in reading, writing and mathematics is consistently above the national averages. This includes pupils who are disadvantaged. Pupils across the whole school progress extremely well through the curriculum.

The school expects every pupil, including those with special educational needs and/or disabilities, pupils from disadvantaged backgrounds and those supported by children's social care, to reach the very highest standards. Pupils read fluently, write with confidence and apply mathematical knowledge accurately and creatively. Pupils who join the school mid-year progress extremely well through the curriculum because learning is carefully tailored to their needs. This enables them to enjoy their learning and engage fully in lessons.

Across all subjects, pupils demonstrate a strong recall of prior learning, deep understanding and the ability to apply knowledge in different contexts. They are able to write at length for a range of different purposes, articulating their choices, intentions and understanding very clearly. This secure and broad learning ensures that all pupils leave the school exceptionally well prepared for the next stage of education.

Curriculum and teaching

Exceptional ●

Leaders have designed an ambitious, carefully sequenced curriculum that ensures that pupils build their knowledge securely over time. Key skills in reading, writing and mathematics are prioritised and revisited, with pupils practising new ideas step by step before applying them independently. The curriculum ensures that pupils have the knowledge that they need to read with fluency and accuracy. As a result, pupils engage deeply with their reading, demonstrating their ability to discuss authors' choices, to imagine settings and to sustain interest across a wide range of texts.

Across all subjects, pupils explore exciting, meaningful learning. They investigate scientific questions in hands-on experiments, compose and perform music, create detailed artwork and develop logical thinking in engaging computing lessons. Pupils in the school's own special provision and other pupils with special educational needs and/or disabilities access an aspirational curriculum that takes account of their starting points but remains ambitious.

Teaching is highly effective because staff know what pupils need to learn and how best to support them. Leaders ensure that every teacher receives focused training to meet pupils' needs and deliver the curriculum expertly. Leaders regularly check that teaching is precise and that no opportunity for learning is missed. Staff collaborate to share good practice and to refine their approaches, using assessment information to identify where pupils need further guidance to deepen their understanding. Leaders act tenaciously when learning is disrupted. When pupils have knowledge gaps, are absent or join mid-year, leaders implement structured catch-up programmes that enable pupils to regain lost ground quickly and re-engage confidently with the full curriculum.

Early years

Exceptional 

Children in the early years enjoy a calm, welcoming and highly stimulating start to school life. Staff know each child exceptionally well and use warm, positive interactions to develop language, communication and social skills from the very first day. In the Nursery class, children are supported to express their ideas, take turns and work together, while children in the Reception class extend these skills through storytelling, discussions and imaginative play.

The curriculum is carefully sequenced across all areas of the early years, with a strong focus on communication, phonics, early reading and early mathematics. Daily activities are adapted to meet children's needs so that every child, including those with special educational needs and/or disabilities, disadvantaged pupils and children known to social care, can engage, succeed and enjoy their learning. Phonics is taught systematically, and children practise blending sounds and segmenting words confidently, quickly building their knowledge to read and write independently.

Children's personal, social and emotional development is nurtured exceptionally well. They learn to make choices, solve problems, play cooperatively and explore with curiosity. Outdoor spaces are used creatively to extend children's learning and independence. The school has a structured, thoughtful process to help children move from the Reception class to the more formal curriculum of Year 1. Staff, parents and carers work together to ensure every child is ready for the next stage of education. As a result, children overcome gaps in their knowledge quickly so that they are exceptionally well prepared for Year 1.

Inclusion

Exceptional 

Leaders ensure that the needs of every pupil are known and met from the start of their time in school. Pupils with special educational needs and/or disabilities (SEND), those from disadvantaged backgrounds and pupils who are supported by children's social care receive support tailored to help them access learning alongside their peers. The school has implemented its own special provision, known as 'The Nash Wing', for pupils with complex communication and learning needs. These pupils receive a highly tailored programme that meets their needs. Staff work closely with each pupil, encouraging curiosity, independence and joy in learning. This ensures that these pupils are confident and happy in school. The provision is carefully designed to reduce barriers to learning so that, when pupils are ready, they are increasingly able to successfully learn alongside their peers in class.

Staff know the pupils and their families well, quickly recognising when a pupil needs extra guidance or encouragement. Support is carefully planned and regularly reviewed to help build pupils' knowledge and skills. Pupils practise new skills with support before using them independently in their own work. The school works closely with external providers to develop and maintain collaborative partnerships that enhance the educational, social and emotional outcomes of looked-after pupils. The pupil premium strategy makes a first-class difference to disadvantaged pupils. Leaders ensure that access to clubs, trips, enrichment activities and leadership roles is equitable for all, regardless of any barriers to learning.

Leaders' approach to inclusion has a transformative impact on the lives of many pupils. Pupils in 'The Wing' benefit from highly focused support that addresses their needs, such as

gaps in their communication skills. This means that these pupils are able to take part in mainstream classes whenever this is appropriate. Different groups of pupils feel safe, valued and part of the school community, thriving alongside their peers and enjoying every aspect of school life.

Leadership and governance

Exceptional ●

Leaders at all levels have a clear understanding of the school's strengths and areas for development. They make decisions that transform pupils' lives, setting them up extremely well for the future.

Leaders demonstrate tenacity in tackling any barrier that may limit pupils' success. They analyse attendance, behaviour and achievement information with precision and act swiftly when patterns emerge. Their work has secured sustained improvements in different areas of the school over time. Leaders monitor curriculum delivery, teaching and assessment procedures closely, using this information to refine practice and ensure that all pupils thrive.

Trustees and members of the local governing body provide appropriate challenge and support. They check that resources, including staffing and learning materials, are used effectively. Governors contribute to strategic decisions, including projects that improve literacy, digital skills and wider opportunities for pupils. They also monitor safeguarding, attendance and curriculum priorities to ensure that all systems work well.

Professional development is targeted closely to teachers' needs. Leaders provide training, coaching and collaboration opportunities that strengthen staff's expertise. This ensures that teaching remains consistently focused across all phases, including within the school's own special provision. This depth of expertise is a key reason why pupils, including those with complex needs, achieve so highly. Leaders are mindful of workload and staff's wellbeing, maintaining high morale across the school.

Leaders' strategic clarity, moral purpose and unwavering ambition have created a school where excellence is the norm. Their work has secured exceptional outcomes for pupils across all groups, including those who may have faced significant disadvantage. Leaders' work results in pupils who are confident, independent and well prepared for the next stages of education and life. Their highly effective work with local and national partners ensures that this expertise is shared widely, benefiting pupils beyond the school gates.

Personal development and wellbeing

Exceptional ●

Leaders have created a rich and carefully designed personal development programme that supports pupils' social, moral, spiritual and cultural growth. From the early years onwards, children develop confidence, resilience and independence through activities that build on each other as they move through the school. Speaking and listening is a particular focus. Adults model clear, expressive language in the Nursery and Reception classes. These skills are extended and deepened as pupils grow older through class discussions, presentations and debates.

The opportunities for pupils' personal growth are extensive and varied. Disadvantaged pupils participate at the same high rates as their peers in clubs, performances and

leadership roles. This inclusive access builds confidence and aspiration, contributing significantly to their excellent academic achievement. Pupils take part in music performances, art exhibitions, environmental projects, debating competitions and democratic activities. Older pupils mentor younger peers, helping to resolve challenges, build teamwork skills and contribute to school and community projects. Pupils show respect for differences, and they understand fundamental British values. Pupils are taught how to recognise and challenge unkind behaviour while keeping themselves safe online and in everyday life. Leaders' carefully structured approach to equality and inclusion has led to a marked reduction in incidents of discriminatory behaviour. Pupils demonstrate a mature understanding of difference and actively challenge stereotypes.

Leaders ensure that pupils who may face additional challenges, including those previously known to children's social care, receive tailored support so that they can engage fully and flourish. Pupils in the school's own special provision, and other pupils with special educational needs and/or disabilities provision, are fully integrated into the wider life of the school. Their participation in performances, clubs and whole-school events reflects the school's unwavering commitment to inclusion.

Wider experiences, including international trips and special events, build pupils' curiosity, resilience and pride in their achievements. The school's thoughtful, structured approach to personal development ensures that all pupils grow in confidence and learn to collaborate effectively. Pupils are exceptionally well prepared for life beyond school.

Strong standard ●

Attendance and behaviour

Strong standard ●

All staff understand and promote the importance of attendance on a daily basis. Leaders maintain a close focus on attendance. They understand the patterns of absence and the causes, taking well-considered preventative action accordingly. For instance, leaders work closely with families and carers who take their children out of school for holidays, consistently promoting the importance of regular attendance. They provide personalised support and challenge that is carefully matched to individual circumstances. This means that attendance continues to improve and persistent absence reduces year on year. As a result, pupils are well supported to engage fully with their learning.

Pupils' behaviour is a strength of the school. They move calmly around the building and interact positively at social times. In lessons, they are attentive, engaged and eager to learn. Staff apply behaviour expectations consistently well, helping pupils to understand what is expected of them. Low-level disruption is rare, and bullying or unkind behaviour is not tolerated. Pupils collaborate effectively with each other and with staff, showing respect, resilience and empathy. Thoughtful support for those who need help managing their behaviour ensures that all pupils can focus on learning in a calm and orderly environment. Pupils report feeling safe, valued and confident that adults will support them.

What it's like to be a pupil at this school

Pupils thrive in a calm, welcoming and highly supportive environment where they feel safe, respected and valued. From their time in the Nursery and Reception classes, children develop confidence, independence and strong communication skills. They quickly learn to cooperate and explore their surroundings. In the Reception class, for example, children confidently share their ideas during storytelling sessions. In Year 2, pupils collaborate to design and build miniature model bridges, applying their mathematical and design and engineering skills. Across all year groups, pupils are curious, engaged and take pride in their work. Leaders are relentless in identifying and removing barriers to learning, ensuring that disadvantaged pupils or those with special educational needs and/or disabilities catch up quickly, are fully included and thrive. This highly inclusive approach means that differences between groups diminish rapidly and pupils achieve exceptionally well from their starting points. Lessons challenge pupils appropriately, from investigating scientific phenomena in practical investigations to composing original poems and performing them in assemblies. Many pupils choose to extend their learning through a range of clubs, coding projects, debate competitions and school trips, including visits to the local theatre and international art residential visits.

Relationships are warm and respectful. Pupils support one another. For example, older pupils mentor younger peers, leading lunchtime reading clubs, supporting sports coaching and helping with environmental projects such as the school garden and recycling initiatives. Opportunities to foster pupils' personal development are extensive. Music performances, art exhibitions, environmental campaigns and democratic projects, such as the school council, build pupils' confidence, sense of responsibility and their leadership skills.

Pupils' behaviour is consistently excellent. Pupils move calmly around the school, treat each other with respect and approach challenges with resilience and self-discipline. Bullying is rare and addressed swiftly. This gives pupils confidence that staff will act promptly. Attendance is broadly in line with national averages, and leaders continue to work closely with families to support regular attendance. Pupils are exceptionally well prepared for the next stage of education, leaving with the knowledge, skills and personal qualities to thrive academically and socially.

Next steps

- Leaders and those responsible for governance should continue their work to promote pupils' regular attendance, including by maintaining their clear expectations of high attendance, so that attendance continues to rise and all pupils have every opportunity to benefit from the very high-quality provision the school offers.

About this inspection

This school is part of New Vision Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO),

Shahed Ahmed, and overseen by a board of trustees, chaired by Quintin Peppiatt.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher and other members of the leadership team, as well as the CEO and members of the local governing body. They also spoke with members of staff, parents, carers and pupils.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

The school provides before- and after-school care.

Headteacher: Sukwinder Samra

Lead inspector:

Adam Vincent, His Majesty's Inspector

Team inspectors:

Haley Foxworthy, Ofsted Inspector

Michelle Bernard, Ofsted Inspector

Nick Osborne, Ofsted Inspector

Nicola Crockatt, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 February 2026

School and pupil context

Total pupils

988

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

996

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

27.80%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.52%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

6.98%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	90%	61%	Above
2024/25 (revised)	92%	62%	Above
2023/24 (final)	88%	61%	Above
2022/23 (final)	88%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	91%	74%	Above
2024/25 (revised)	92%	75%	Above
2023/24 (final)	92%	74%	Above
2022/23 (final)	90%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	92%	72%	Above
2024/25 (revised)	92%	72%	Above
2023/24 (final)	91%	72%	Above
2022/23 (final)	92%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	96%	73%	Above
2024/25 (revised)	95%	74%	Above
2023/24 (final)	96%	73%	Above
2022/23 (final)	96%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	46%	Above
2024/25 (revised)	93%	47%	Above
2023/24 (final)	88%	46%	Above
2022/23 (final)	81%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	90%	62%	Above
2024/25 (revised)	93%	63%	Above
2023/24 (final)	93%	62%	Above
2022/23 (final)	84%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	59%	Above
2024/25 (revised)	93%	59%	Above
2023/24 (final)	88%	58%	Above
2022/23 (final)	84%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	96%	60%	Above
2024/25 (revised)	95%	61%	Above
2023/24 (final)	95%	59%	Above
2022/23 (final)	97%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	88%	68%	20 pp
2024/25 (revised)	93%	69%	23 pp
2023/24 (final)	88%	67%	20 pp
2022/23 (final)	81%	66%	15 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	90%	80%	11 pp
2024/25 (revised)	93%	81%	12 pp
2023/24 (final)	93%	80%	13 pp
2022/23 (final)	84%	78%	6 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	88%	78%	11 pp
2024/25 (revised)	93%	78%	14 pp
2023/24 (final)	88%	78%	10 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	84%	77%	7 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	96%	80%	16 pp
2024/25 (revised)	95%	81%	14 pp
2023/24 (final)	95%	79%	16 pp
2022/23 (final)	97%	79%	18 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.9%	5.2%	Close to average
2023/24 (3 term)	5.0%	5.5%	Close to average
2022/23 (3 term)	6.3%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	14.2%	13.3%	Close to average
2023/24 (3 term)	14.8%	14.6%	Close to average
2022/23 (3 term)	17.4%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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