

# Stanley Drapkin Primary School, Steeple Bumpstead

## Inspection report

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<b>Unique Reference Number</b>	114728
<b>Local Authority</b>	Essex
<b>Inspection number</b>	367404
<b>Inspection dates</b>	17–18 May 2011
<b>Reporting inspector</b>	Selwyn Ward

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

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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 of pupils on the school roll</b>	217
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Cadman
<b>Headteacher</b>	Mary Nicholls
<b>Date of previous school inspection</b>	1 November 2007
<b>School address</b>	Bower Hall Drive Steeple Bumpstead, Haverhill CB9 7ED
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## Introduction

This inspection was carried out by three additional inspectors, who visited 16 lessons taught by 10 teachers. Inspectors spoke with staff, parents and carers, members of the governing body and groups of pupils. Inspectors looked at samples of pupils' work, the analysis of the tracking of pupils' progress, attendance records, school policies and procedures, school leaders' monitoring records, reports to parents and carers, school planning and risk assessments. They also analysed the questionnaires received from nine staff, 121 pupils and from 59 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Why did attainment fall in 2010 and what has been done to raise the attainment of the boys and girls currently at the school?
- What has been the impact of the measures taken after the last inspection to stimulate improvements in writing?
- How effective has the school been in meeting its aim of developing pupils as independent learners with an understanding of how well they are doing and what they need to do to improve?
- How robust are assessments in the Early Years Foundation Stage, including of children's attainment on starting school, and how effective are the links the school has with pre-school providers?

## Information about the school

This is a broadly average-sized school. Almost all pupils are White British and none are learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is much smaller than average, but the percentage with a statement of special educational needs is average. Stanley Drapkin Primary has an Activemark award and Healthy Schools status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school where pupils feel happy and secure because they are looked after well. Behaviour and attendance are good. Teachers are successful in motivating pupils, not least because the curriculum is made interesting and fun. Writing has improved since the last inspection as a result of initiatives to stimulate a greater interest in storytelling, especially among boys.

Attainment has been consistently above average but it fell sharply in the Key Stage 2 national tests in 2010. Results, which were only average, were lower than had anticipated because teachers' assessments proved optimistic. The school believes that the same may have been true for some past assessments, including in the Early Years Foundation Stage. Nevertheless, leaders have responded very positively to the dip last year and have set up more rigorous systems for tracking pupils' progress, backed up with sharply focused interventions for any pupils identified as falling behind. As a result of this, and good teaching in most classes, pupils make good progress and attainment is again above average. Leaders' success in reversing last year's decline in standards and maintaining the school's many strengths is based on accurate self-evaluation. It shows the school's good capacity for continued improvement.

Pupils achieve well from the start of the Reception Year to the end of Year 6. This is true for boys and girls from all backgrounds and those of all abilities, including the more able and those pupils with special educational needs and/or disabilities. However, more-able pupils are not always fully stretched in lessons. This is a concern noted by some parents and carers. It arises particularly in those lessons when pupils in a class are all given similar work to do regardless of their ability. It contrasts with the many lessons where a notable strength is the way teachers help pupils to build on what they have already learnt. Teachers use questioning well to draw out thoughtful answers from pupils. In turn, this helps pupils to grow in confidence. Well-planned activities encourage pupils to support each other as they work in pairs and small groups. Sometimes, however, opportunities are missed to further develop pupils' independent learning skills when teachers overly direct the pupils' work. Teaching assistants make a valuable contribution to pupils' learning when they support pupils working in groups. Their skills are not so well utilised on those occasions when they are passive observers during teachers' lesson introductions. Throughout the school, work is marked regularly, usually with detailed comments to guide pupils on how to move their learning on. Not all teachers routinely provide opportunities for pupils to read through and respond to marking comments, however, and this blunts the impact of otherwise helpful marking.

## What does the school need to do to improve further?

- Further accelerate pupils' progress in lessons by:

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- always matching work to pupils' different capabilities, especially to challenge the more able
  - extending opportunities for pupils to develop their own ideas and to work independently
  - ensuring that teaching assistants are used by teachers to best effect during whole-class teaching.
- Improve assessment and the impact of marking by:
- working together within the school, and with staff in neighbouring schools, to ensure that assessments in each year group are accurate and reliable
  - routinely giving pupils time to read and respond to the helpful comments teachers make in their marking.

**Outcomes for individuals and groups of pupils****2**

The friendly relationships throughout the school contribute to pupils' good progress in lessons as well as to their strong spiritual, moral, social and cultural development. Pupils are well motivated at least in part because they like and are keen to please their teachers. They get on well with each other and treat each other with respect. They are keen to take on responsibilities within the school, including as 'guardian angels' looking out for the interests of others. This caring approach extends to pupils' support for charities, including some which they choose themselves. Pupils take an interest in the wider world, and even younger pupils are aware of the 'Four Rs' promoted within the school as the learning skills of 'resilience, resourcefulness, reflectivity and reciprocity'. Pupils have a good appreciation of the need for a healthy diet and regular exercise. They have a good understanding, too, of how to keep safe, including when using the internet. Their key skills in literacy and numeracy, and their above average attendance, prepare pupils well for the next stage of their education.

The good pace of learning in lessons ensures that pupils make good progress through Key Stages 1 and 2, building on their above average starting points when they join Year 1. In a Year 6 English lesson, for example, brisk questioning at the start of a lesson involved pupils in briefly recapping what they had learnt before and enabled them to get quickly on with activities to move their learning forward. In a Year 4 mathematics lesson, pupils were encouraged to challenge themselves by choosing more difficult problems to work with.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers know the pupils well and plan varied activities that pupils find enjoyable. The initiative to develop writing and storytelling skills through themes built around popular animation films has succeeded in capturing the interest of both boys and girls. It has resulted in much imaginative prose in both key stages, inspired by film stills from movies such as Shrek, Madagascar and Aladdin, even though it has not proved universally popular with those parents and carers who disparage what they describe as 'Disneyfication of the curriculum'. Pupils benefit from opportunities to learn French from Reception to Year 4, and German in Years 5 and 6. This introduction to modern foreign languages gives them valuable preparation for secondary school.

Links between different subjects have given older pupils, in particular, more opportunities to use and apply their literacy, numeracy and information and communication technology skills. Pupils are offered less scope for this in those classes where there is an over-reliance on worksheets. Progress is also constrained where pupils of widely different capabilities are given similar work to do. The encouragement of independent learning is an aim of the school, and is particularly stressed in the Early Years Foundation Stage. However, there are some lessons where pupils are overly directed or where the work of more-able pupils is limited through worksheets that constrain their options for planning and presenting their ideas in their own way.

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There is much good marking that gives pupils practical guidance on how to improve their work. However, this is not consistent throughout the school. There is also variation in the extent to which pupils are involved in evaluating their own work. While this is a strong feature in some classes, pupils' books show that they are not, in every class, routinely expected to check their work for accurate spelling and punctuation. Improved tracking of pupils' progress has enabled the school to provide well-targeted support for pupils and helped them to catch up when they have fallen behind, although leaders readily acknowledge that the tracking is only as good as the teacher assessments on which it is based. There are not, currently, arrangements for regularly moderating assessments within the school or with neighbouring schools to confirm their accuracy.

Arrangements for pupils' welfare are recognised by parents and carers to be a notable strength of the school. They have resulted in attendance that is consistently above average, and they have enabled pupils with special educational needs and/or disabilities, including some with quite complex learning difficulties, to quickly settle in and to make the same good progress as their peers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Members of the governing body describe the 2010 dip in test scores as a 'jolt from our comfort zone' that has led to greater rigour in monitoring. Certainly, the headteacher, senior leaders and governing body have an accurate picture of how well the school is doing and where improvements should be directed. The feedback from leaders' monitoring of teaching and learning, strengthened this year, has helped to ensure a profile of good teaching. The governing body provides both challenge and support, and its members share leaders' ambition to move this school from good to outstanding.

The school works in close partnership with parents and carers, and keeps them well informed. School reports provide parents and carers with commendably detailed information about how their children are progressing in each subject. That the school promotes equal opportunities well is evident in the good achievement of pupils of different abilities. For some of those with special educational needs and/or disabilities, this has involved adaptations to ensure these pupils are fully included in the life of the school. Safeguarding arrangements meet all current regulatory requirements.

Some aspects of community cohesion are better promoted than others. Pupils learn about different beliefs and other ways of life and eagerly raise funds for national and international charities. They have few opportunities, however, to interact at first-hand with those from different backgrounds elsewhere in the United Kingdom or overseas. The

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school has not, for example, taken advantage of the pupils' introduction to French and German to build links with schools in Europe with whom pupils might correspond.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children in the Reception Year are enthusiastic about their learning. They greatly enjoy school and are fully engaged in the wide range of interesting and exciting activities offered to them. The school assesses children's attainment when joining the school as slightly above that of children of similar age. Children make rapid progress in their personal and social development within their first term, enabling them to become confident and independent learners. Teaching is good and, as a consequence, children make good and, in some cases, outstanding progress across all areas of the Early Years Foundation Stage curriculum. This enables them to start in Key Stage 1 with attainment that is significantly above average.

Leadership and management of the Early Years Foundation Stage is characterised by very strong relationships between staff, based on effective communication and very good understanding of the needs and abilities of the children. The drive to build children's confidence and independence underpins the work of adults who have established very trusting relationships with children. They work closely with parents and carers, feeder pre-schools and other partners to provide very effective induction and support to children. The indoor and outdoor classrooms are very well resourced, with regular visits timetabled to a 'forest school' to enhance children's development. Children are assessed regularly to inform teaching and the team is further developing moderation and consistency of assessment to ensure that all staff have a clear and sharply accurate picture of how well every child is doing.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The large majority of parents and carers express positive views about the school. A significant minority of those otherwise happy with their children's experience of school voice concerns over the quality of teaching and over leadership and management. These both relate to worries over a class that has had temporary teachers. Inspectors judge both the quality of teaching and the leadership and management of the school to be good. Concerns were also raised in questionnaires over behaviour management, but inspectors saw consistently good, considerate behaviour throughout the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stanley Drapkin Primary School, Steeple Bumpstead to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 59 completed questionnaires by the end of the on-site inspection. In total, there are 217 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	58	22	37	3	5	0	0
The school keeps my child safe	37	63	22	37	0	0	0	0
My school informs me about my child's progress	20	34	33	56	4	7	2	3
My child is making enough progress at this school	19	32	33	56	4	7	3	5
The teaching is good at this school	20	34	28	47	10	17	0	0
The school helps me to support my child's learning	17	29	36	61	4	7	2	3
The school helps my child to have a healthy lifestyle	32	54	22	37	3	5	2	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	37	31	53	1	2	2	3
The school meets my child's particular needs	20	34	29	49	6	10	3	5
The school deals effectively with unacceptable behaviour	21	36	17	29	12	20	3	5
The school takes account of my suggestions and concerns	19	32	31	53	7	12	2	3
The school is led and managed effectively	20	34	26	44	11	19	2	3
Overall, I am happy with my child's experience at this school	26	44	27	46	3	5	3	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



19 May 2011

Dear Pupils

**Inspection of Stanley Drapkin Primary School, Steeple Bumpstead, Haverhill, CB9 7ED**

Thank you for being so friendly and welcoming when we came to visit Stanley Drapkin Primary. You go to a good school, where you are looked after well and benefit from good teaching. As a result, you work hard, make good progress and reach above average standards in English and mathematics. It was good to see how well behaved you are and how well you get on together. We were also pleased to see that your attendance is good. Your writing has improved, at least in part thanks to the way teachers have used animation films to help turn you all into creative storytellers. I especially enjoyed reading some of your interesting stories and seeing how enthusiastic you are about learning European languages. Trés bien; and for those of you in Years 5 and 6: gut gemacht!

Even in a good, well-run school like yours, there are some things that could be even better. We have suggested some ways in which teachers can help you to make even faster progress in lessons. In particular, we would like them to make sure that they do not give you work to do that is too hard or too easy. You can help by telling your teacher whenever you think you could tackle something more challenging. We would like to see you given more opportunities to develop your own ideas and to learn independently, in line with the school's aims. The other adults in class give you lots of support when working in groups but teachers could involve them more during lesson introductions.

In most classes, teachers give you helpful advice on how to improve your work. It is important that you always take care to read and follow their advice. We have, therefore, asked teachers to make some time available specifically for that. We have also suggested that teachers check with other staff their assessments of your work so that they are always confident that assessments are accurate.

Thank you again for helping us on our visit and our best wishes for the future.

Yours sincerely

Selwyn Ward

Lead inspector

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