

Stapleford Abbotts Primary School

Stapleford Road, Stapleford Abbotts, Romford, RM4 1EJ

Inspection dates 14–15 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' attainment over time has been above average in mathematics and in line with the national average in English. Progress is now more rapid and attainment is rising.
- Teaching is consistently good, with some that is outstanding. As a result, most pupils are making good progress across the school.
- Disabled pupils and those with special educational needs and pupils in receipt of the pupil premium make good progress.
- Teachers are skilled at checking pupils' learning in lessons and providing verbal feedback on how to improve their work.
- Pupils have a good understanding of other cultures and are actively involved in their community. They behave well in lessons and around the school.
- Pupils feel safe in school and are confident and respectful towards each other and adults.
- The headteacher and governors lead the school well. Leadership is effective and has ensured that both teaching and achievement have improved since the last inspection.

It is not yet an outstanding school because

- Although teaching is good, it is not outstanding across the whole school. Teachers do not expect sufficiently rapid progress in Key Stage 1, which results in some pupils not being challenged enough in their learning.
- Teachers' marking is not always detailed enough in identifying what pupils need to do independently to improve their progress.

Information about this inspection

- Inspectors observed 14 lessons, of which three were seen jointly with the headteacher. In addition, the inspection team made four shorter visits to lessons to focus on specific aspects.
- Inspectors listened to pupils read and attended two assemblies.
- Meetings were held with a group of pupils, the headteacher, subject leaders, members of the governing body and a representative from the local authority.
- Inspectors took account of the 19 responses to Ofsted's Parent View online questionnaire. Members of the inspection team also spoke to parents and carers while they were bringing their children to school.
- The inspection team observed the school's work and looked at a number of documents, including school improvement plans, data on pupils' current progress, pupils' written work, the governing body minutes and records relating to behaviour, attendance and safeguarding.

Inspection team

Janev Mehmet-Christofides, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than an average-sized primary school.
- A lower than average proportion of pupils are eligible for the pupil premium, the extra funding provided by the government to support children in care, those who are known to be eligible for free school meals and children from service families.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is above the national average.
- There are very few pupils from minority ethnic backgrounds or who speak English as an additional language.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is no alternative provision linked to the school.
- The pre-school which is on the same site as the school, is managed by the governors and was not inspected. The school works closely with it, to ensure continuity for the children of the local community.

What does the school need to do to improve further?

- Improve progress in Key Stage 1 by raising teachers' expectations of the progress pupils can make in both mathematics and literacy, especially more-able pupils.
- Improve the quality of marking in pupils' books, with more detailed guidance on how well they have done, and what they need to do independently to progress further.

Inspection judgements

The achievement of pupils is good

- Children join the school with skills and understanding that are below those is expected for their age. They make good progress so that by the time they enter Key Stage 1 they have caught up to age-related expectations. From their different starting points, almost all pupils make at least the expected progress by the time they leave school, with more accelerated progress in Key Stage 2 because of their outstanding learning experiences.
- Children in the Early Years and Foundation Stage have enjoyable learning experiences through games, songs and active learning. This contributes to their good progress. Children are very motivated and develop their skills in working independently as well as with others. This is as a direct result of the teacher's ability to plan effectively, and monitor and track pupils' development to ensure that they are engaged and motivated in their learning activities.
- At Key Stage 1, pupils attained average standards in both English and mathematics in 2012. There is evidence of rising attainment as a result of better teaching. At Key Stage 2, attainment improved in 2012 and current pupils' work suggests that they are on track to reach above average standards by the time they leave.
- Many pupils make more than the expected progress in mathematics. Some particularly good work was seen in a Year 1 mathematics lesson, where pupils were learning about symmetry through activities that enabled them to fold shapes and work out how many lines of symmetry there were.
- Most pupils made the expected progress in reading and attained as well as pupils nationally in 2012. As a result of the action taken by the school, progress is now more rapid and attainment higher. Pupils are taught phonics (letters and the sounds they make), systematically and successfully. Their regular experience of effective guided reading lessons also has a positive impact on their reading skills. The school takes advantage of a wide range of opportunities for celebrating literacy. For example, on World Book day, pupils were encouraged to dress up as book characters and presented themselves on stage in assembly.
- Most pupils make at least the expected progress in writing and here, too, there is evidence of rising attainment. For example, pupils in a Year 5/6 class wrote formal letters with confidence and accuracy to make an imaginary complaint.
- Disabled pupils and those who have special educational needs make good progress as a result of accurate identification of their needs and effective support provided by all staff.
- The pupil premium funding is used successfully to support eligible pupils by providing extra teaching staff to work with them. These pupils are making good progress in both English and mathematics and their attainment is now similar to that of their peers.

The quality of teaching is good

- The quality of teaching is good overall across the school, with some outstanding teaching, particularly in Key Stage 2. All teachers communicate clear learning objectives at the start of every lesson. Work is always planned well so that all pupils are provided with motivating tasks

appropriate to their ability. Progress in Key Stage 1 could be accelerated if there was even more challenge and higher expectations in the tasks pupils are set.

- Teachers use electronic boards to make lessons fun and interesting. For example, in the Early Years and Foundation class, children were practicing sequencing of patterns using coloured shapes.
- Teachers provide pupils with a clear understanding of how well they are doing in their learning through verbal feedback, which praises and guides them to improve. However, not all teachers use marking to tell pupils how well they have achieved and what they need to do next to improve. In most classes pupils are provided with the opportunity to check the work of their peers. This enables pupils to develop their skills in independent learning.
- The teaching of disabled pupils and those with special educational needs is good. Teachers use their teaching assistants extremely well to support both these and other pupils. In all classes, teaching assistants were closely involved in encouraging and questioning pupils to keep them engaged in their learning.

The behaviour and safety of pupils are good

- Pupils' behaviour around the school and in lessons is good. It is managed consistently well by teachers and other adults through positive language and attitudes. Consequently, pupils are polite, respectful and confident. They were keen to talk to inspectors about themselves and their school.
- Pupils are happy in school and say that bullying is rare. They have a good understanding of how to keep safe from bullying, including with e-safety. They explained that, from the moment they start to use the school laptops, their teachers tell them how to keep safe.
- Pupils' attendance is average and punctuality is good. Attendance has improved as a result of interventions by senior leaders.
- The school council plays an active part in making decisions in school, such as organising events to raise money for children's charities and equipment for the school.
- Pupils are keen to take on roles of responsibility in school. For example Year 6 pupils apply for the 'play leaders' scheme, which involves them being buddies for younger pupils. Year 6 play leaders are good role models for their peers and younger pupils and display their confidence by talking at meetings with the headteacher about the work they do and how it benefits their school.

The leadership and management are good

- Senior leaders are accurate in their evaluation of how much the school is improving and what they need to do next to ensure there is further improvement.
- Senior leaders regularly check how good teaching is in lessons, and provide support for teachers to develop their practice to make sure pupils' progress is good. They involve all staff in the planning of learning, and diligently track the progress of individual pupils.

- Teachers and learning support assistants are provided with a range of good quality training, which has a positive impact on learning for all pupils.
- The curriculum is good and provides well for pupils' spiritual, moral, social and cultural development. An emphasis on literacy is reflected in activities, displays and assemblies. Pupils enjoy reading and learn a lot about other cultures, religions and parts of the world. For example, for World Book Day, all pupils and some staff dressed up as book characters and celebrated the importance of reading.
- Teachers regularly share their class information in progress and data meetings. They talk through strategies for improvement, which creates a sense of collaboration in achieving good results for pupils.
- Parents are extremely happy with the work of school leaders in improving the school. They believe their children are making good progress, and that their children are safe and happy in the school.
- The school works closely with the pre-school on site to ensure continuity of learning for the children going into the Reception class.
- The local authority provides effective support for the school through occasional visits by a consultant, and training programmes for staff and governors.
- Safeguarding requirements are met by the school. The school is secure and safety of all pupils is a priority at all times.
- **The governance of the school:**
 - The governing body ensures that senior leaders carry out their responsibilities to improve teaching and raise achievement. The newly appointed Chair of the Governing Body is proactive and has made a positive impact by getting more parents involved with the school. Governors visit the school regularly and carry out 'learning walks' and school reviews in order to know how well teachers are doing. They take part in whole-school training as well as specialised training provided for them by the local authority. They support the headteacher as well as challenging him positively in regular meetings. They understand how to use data in order to understand how well the school is performing relative to other schools. Governors ensure that teachers are only rewarded through promotion if for good performance related to the progress of pupils. They also make sure that pupil premium funding is allocated in the best interests of the pupils concerned and check to make sure it is having the desired effect. Safeguarding arrangements are secure and requirements are met in full.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	114958
Local authority	Essex
Inspection number	405552

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

Type of school	Primary
School category	Maintained
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	142
Appropriate authority	The governing body
Chair	Ann Pruce
Headteacher	D J Bailey
Date of previous school inspection	10 November 2010
Telephone number	01708 688207
Fax number	N/A
Email address	head@staplefordabbots.essex.sch.uk

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