

# Staples Road Primary School

Staples Road, , Loughton, IG10 1HR

**Inspection dates** 23–24 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	N/A
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- The leadership and management of the school aim both at high achievement and exemplary personal development of all pupils.
- Effective and inspiring leadership from the headteacher, well supported by other leaders, has ensured a steady rise in the standards of achievement since the new school started.
- Children enter Reception with skills in line with expectations and make good progress in all areas of learning. They achieve above expected standards when they enter Year 1.
- Across the school, pupils continue to achieve well. In 2012, standards in English and mathematics at the end of both Year 2 and Year 6 were significantly above the national average.
- Teachers have high expectations of pupils' behaviour and work. Pupils' interest and motivation in learning is well supported by excellent relationships across the school.
- Pupils' outstanding behaviour and excellent attitudes to learning contribute considerably to their achievement and to the school's highly inclusive ethos.
- Governors use their experience and knowledge to help maintain the school's strengths and to support further development. They support and challenge the school in equal measure.

### It is not yet an outstanding school because

- Teachers do not consistently provide sufficient challenge for all groups of pupils.
- Marking does not always provide clear guidance on how to improve. On occasions, where next steps for improvement are given, pupils do not have the opportunity to act upon the guidance.
- Pupils, when working independently, are not always supported and challenged effectively enough.

## Information about this inspection

- The inspectors observed 26 lessons, of which four were joint lesson observations with the headteacher and the deputy headteacher. In addition, they made a number of other short visits to lessons and learning areas. The inspectors also listened to pupils in Years 2 and 6 reading to them.
- Meetings were held with groups of pupils, members of staff, the Chair of the Governing Body and three other members, and a representative of the local authority.
- The inspectors took account of 126 responses to the on-line questionnaire (Parent View), and 71 responses to the staff questionnaire.
- The inspectors looked at pupils' books and at a number of documents, including the school's own data on pupils' current attainment and progress, the school's evaluation of its performance, school improvement planning, documentation relating to teachers' performance over time and records relating to safeguarding.

## Inspection team

Tusha Chakraborti, Lead inspector	Additional Inspector
Rosemary Keen	Additional Inspector
David Westall	Additional Inspector

## Full report

### Information about this school

- Staples Road Primary is much bigger than the average-sized primary school.
- Most pupils are White British and the rest are from a range of minority ethnic backgrounds. A small proportion of pupils speak English as an additional language but none are at the early stages of learning English.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional government funding for children in local authority care, pupils known to be eligible for free school meals, and children from services families, is well below average. The only recipients of the pupil premium at the school are those known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs supported through school action is well below average. The proportion supported through school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school is a member of the consortium of local primary, secondary and special schools.
- The previous Infants and Junior Schools amalgamated in September 2011 to form Staples Road Primary School. The current head joined in 2010, prior to the formal opening, and a new deputy started in 2012.

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

- Increase the proportion of outstanding teaching to accelerate pupils' progress and raise achievement further by:
  - ensuring that tasks set in lessons match the learning needs of all groups of pupils and challenge all pupils consistently
  - making sure that all pupils are given clear guidance on the next steps in their learning, and that they are given time to act upon the guidance
  - providing appropriate support and challenge consistently for pupils when they work independently so that they also achieve as well as they can.

## Inspection judgements

### The achievement of pupils is good

- When children start in Reception their knowledge and skills are mostly as expected for their age, and in some cases higher. A well-planned programme of learning and careful monitoring supports rapid progress. By the end of Reception, most achieve above-average standards in all areas of learning.
- Pupils' achievement by the end of Year 2 is good. Evidence shows that progress in English and mathematics across the school is maintained, accelerating in Years 5 and 6. This is supported by good teaching and rigorous tracking of progress through the effective assessment system.
- Standards achieved in 2012 were significantly above average at the end of both key stages. Pupils are on track to achieve at least similar standards this year.
- Standards in reading are high across the school. Younger pupils apply their knowledge of phonics (linking letters and sounds) to pronounce unfamiliar words and show understanding of the stories they read. In the 2012 national screening of Year 1 phonics skills scores were well above the national average.
- Older pupils develop a good understanding of different styles of writing. They review the events and characters from the books they read confidently and write well for different purposes.
- Strong focus on mental mathematics and investigation are helping pupils to acquire good calculation and problem solving skills. Pupils in Year 6 have made particularly good progress in mathematics this year and attainment remains above average.
- Disabled pupils and those who have special educational needs make consistently good progress as a result of the well-targeted support they receive from teachers and teaching assistants.
- Pupils who are eligible for pupil premium funding make good progress, attaining as well as the others in English and mathematics. The additional funding has been spent on staff who give carefully planned support for individual or small groups of pupils to ensure that they do not fall behind in their learning.
- Good support for pupils who receive additional help promotes equality of opportunity, fosters good relations and helps tackle discrimination. This is also reflected in the achievement of pupils from minority ethnic families, or those who speak English as a second language who achieve in line with other pupils.

### The quality of teaching is good

- Good teaching ensures that pupils of all abilities make good progress. Most parents and carers rightly think that teaching is good and evidence shows good teaching underpins pupils' good progress in English and mathematics.
- In Reception, children are helped in pursuing activities of their own choice as well as those directed by adults. They work cooperatively, engaging well in reading and developing language skills. This was seen in a session, where children discussed alliteration in poems and rhymes and then successfully used alliteration to compose their own rhymes.

- The best lessons are characterised by thorough planning and an approach that enables pupils to know how well they are achieving, although this is not always the case. Generally, there is a positive climate for learning in lessons and pupils respond readily to tasks with interest and enthusiasm.
- Teachers have good subject knowledge. The best lessons engage pupils in learning through effective questioning that successfully builds on what they already know as well as assessing their understanding, although this is not always maximised.
- The teaching of reading is strong. Guided reading sessions are used effectively to deepen pupils' understanding of a range of stories. For example, in a Year 6 lesson, pupils enhanced their understanding by inferring and predicting what could happen next.
- Work is usually well matched to the learning needs of all groups of pupils and planning ensures good support from skilful teaching assistants. Nevertheless, opportunities are occasionally missed to challenge and extend skills and understanding of all groups of pupils. Consequently, not all pupils achieve as well as they can.
- Marking is regular but does not consistently provide guidance about how to improve, or sometimes pupils are not always given time to act upon the guidance.
- Independent learning is usually promoted well in lessons. Occasionally, pupils engaged in independent learning activities are not supported sufficiently to ensure that they achieve the standards of which they are capable.

### **The behaviour and safety of pupils** are outstanding

- Pupils' behaviour is exemplary. They show a high level of engagement in their learning and grow up as mature and confident learners. Pupils love coming to school and this is clearly reflected in their attendance, which is well above average.
  - Pupils are courteous, show consideration for others and support each other. The school promotes pupils' safety, personal development and academic achievement through its caring ethos very effectively. Procedures for adults to manage pupils' behaviour are comprehensive and applied consistently. Pupils respond very well to the school's highly inclusive ethos and its positive behaviour programme.
  - Pupils have a thorough understanding of the different types of bullying, including cyber-bullying. They are also very aware of the dangers of the misuse of the internet and social networking sites. They report that bullying of any kind is extremely rare and when it does happen the school responds very quickly, ensuring that they feel totally safe and secure.
  - Parents and carers, who responded to the questionnaires, unanimously agreed that a good standard of behaviour is always expected, and their children feel safe at school at all times.
  - Pupils develop an excellent understanding of how to keep themselves and others safe. They understand the risks they face in their everyday lives; for example, they are well aware of cyber-bullying and know what to do if they should encounter it. They demonstrate good understanding of issues relating to the personal safety, such as use of drugs.
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- Pupils demonstrate a strong sense of responsibility through their commitment to school council work and various fundraising activities, such as raising funds for charities and improving playground facilities. Recently, they organised a mini-marathon for parents and children, successfully promoting a whole school community event.

## **The leadership and management** are good

- The headteacher, supported by senior leaders, other staff and the governors, consistently communicates high expectations and has been successful in driving improvement since the school opened.
- Accurate self-evaluation successfully informs the school's priorities for improvement which have a clear focus on raising achievement further because it helps identify key priorities for improvement.
- Rigorous monitoring of teaching, planning and assessment, and well planned professional development opportunities, enhances the quality of teaching and its impact on pupils' achievement. This is also effectively supporting the professional development of leaders, some being relatively new to their posts.
- Teachers have clear and challenging annual performance objectives and fully understand the link between effectiveness and rates of pay. Those on the higher pay scale accept higher levels of responsibility in return. They show high professional integrity and commitment.
- All areas of teaching have a strong focus on developing pupils' literacy and numeracy skills. A good range of sporting activities and visits enrich pupils' learning experiences. The school work closely with a local organisation to provide pupils with activities such as exploring the local forest area. These support pupils' independent and team-building skills.
- Pupils' spiritual, moral, social and cultural development is promoted well. Assemblies and religious studies provide opportunities for pupils to reflect on teachings from the Bible and on the core values of different religions.
- The local authority has provided effective light touch support in view of the school's performance. Membership of the consortium of local schools also helps to share and develop good practice.
- Policies and procedures to ensure the safeguarding and welfare of pupils are robust and these are monitored regularly. All safeguarding requirements are met fully.
- **The governance of the school:**
  - The governing body is committed to raising achievement. Governors have a clear picture of the effectiveness of teaching and its leadership, and pupils' progress. They use of a range of information to hold the school to account for school improvement. They set challenging performance objectives for the headteacher and oversee the management of teachers' performance, including arrangements for tackling any under-performance, understanding the links between pay and performance. They know how the pupil premium funding is spent and assess its impact as part of their effective overall financial monitoring. Requirements relating to safeguarding and the safe recruitment of staff are met and reviewed regularly.

## 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

<b>Unique reference number</b>	136173
<b>Local authority</b>	Essex
<b>Inspection number</b>	400270

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

<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>	525
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hannah Grimshaw
<b>Headteacher</b>	Veronica Wallace
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	020 85081241
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