

Inspection of an outstanding school: Shaftesbury Primary School

Shaftesbury Road, Forest Gate, London, E7 8PF

Inspection dates:

16 and 17 November 2021

Outcome

Shaftesbury Primary School continues to be an outstanding school.

What is it like to attend this school?

This is a warm and friendly community where everyone is important. The values of courtesy, consideration, care, cooperation and commitment are at the heart of school life. Pupils understand and do their best to follow these values. Staff make pupils feel welcome, no matter when they join the school.

Leaders work hard to make the school a place where all pupils can learn well. Staff want the best for their pupils. They are determined that pupils will leave the school with the knowledge and skills they need to be successful.

Pupils are polite and respectful towards each other and staff. They enjoy coming to school and look forward to what they are going to learn each day. They take pride in their work and achievements.

Pupils behave well around the school and play considerately with their friends at breaktimes. They feel happy and safe in school. Pupils know that if they have concerns, there are adults they can talk to and trust to take appropriate actions. Pupils said there are very few cases of bullying. If it does happen, staff are quick to sort out any problems.

What does the school do well and what does it need to do better?

Leaders and staff provide a rich and challenging curriculum. They identify the skills and knowledge that pupils need to learn across all subjects. Subject plans are carefully sequenced, so that pupils can build on what they have already learned. Teachers help pupils to understand new ideas by looking back at what they already know. For example, pupils in a Year 6 design and technology lesson were able to recall and apply what they had learned in Year 5 science. They knew the importance of having a balance of food groups, when designing and creating a healthy meal.

Leaders have adapted the curriculum to address gaps in skills and knowledge. They have analysed the impact of the COVID-19 pandemic on pupils' learning. In response, staff

have prioritised practical activities, for instance, in subjects such as science and design and technology. This is to support the development of all aspects of pupils' knowledge in these subjects.

The teaching of early reading begins as soon as the children start school. Well-trained staff help pupils to become confident and fluent readers. They are swift to support any pupil who falls behind or is new to the school. Staff encourage pupils to develop a love of reading. Older pupils study a wide range of high-quality texts. Often these help pupils' learning in other subjects. For example, pupils in Year 6 spoke of how 'Goodnight Mr Tom' improved their history knowledge.

In mathematics, as with other subjects, staff are clear about what to teach and when. In the early years, knowledge of numbers is a key focus. Staff use their subject expertise to help children grasp concepts securely. As they move through the school, pupils apply their knowledge of number and place value to solve word problems. Teachers use correct mathematical language and well-chosen activities to develop pupils' understanding. They revisit concepts, so that pupils develop their knowledge in greater depth. The curriculum provides well-planned opportunities for pupils to deepen their fluency, reasoning and problem-solving skills.

Staff are prompt to identify pupils with special educational needs and/or disabilities (SEND). They are skilled in making adaptations to meet pupils' needs. All pupils, including those with SEND, flourish both academically and socially. Leaders work closely with external agencies, families and staff to make sure pupils get the right type of support.

Leaders understand how young children learn and what they need to achieve well. Skilled staff establish routines that allow the youngest children to settle quickly. They plan a wide range of opportunities for children to deepen their learning and to learn new things. Pupils across the school behave well. Their lessons are rarely disrupted by poor behaviour.

Leaders know the community they serve. They provide pupils with many experiences to extend their learning, including trips to London museums. Pupils like the wide range of after-school clubs. These help them to develop their wider interests and talents. Pupils enjoy making a difference. For example, as 'climate ambassadors' and members of the 'Junior Leadership Team'.

Leaders are keen to share their practice. They offer training and support to other local schools. The trust works closely with the local governing board to provide challenge and support for leaders. Working in partnership with leaders, they have taken steps to reduce staff workload. Staff are proud to work at the school. They appreciate the ongoing training that they receive and the well-being opportunities.

Safeguarding

The arrangements for safeguarding are effective.

Adults are well trained in keeping children safe. This helps to ensure that they can identify possible signs of abuse and neglect. All staff understand their roles and responsibilities. The culture of safeguarding is strong.

Leaders make sure that all necessary checks are undertaken on adults before they can work at the school. Safeguarding records are thorough and detailed. Any concerns raised are recorded carefully. Leaders work with other agencies to support vulnerable pupils and their families.

Pupils are taught how to keep themselves safe, both physically and online. Pupils know they can speak to staff if they have concerns.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Shaftesbury Primary School, to be outstanding in March 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, ['disadvantaged pupils'](#) refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145627
Local authority	Newham
Inspection number	10201092
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	620
Appropriate authority	Board of trustees
Chair of governing body	Pam Chadha
Headteacher	Geoff Hadlow
Website	https://www.shaftesburyprimaryschool.co.uk/
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- Shaftesbury Primary School converted to become an academy in April 2018. When its predecessor school, Shaftesbury Primary School, was last inspected by Ofsted, it was judged to be outstanding.
- Shaftesbury Primary School is much larger than the average-sized primary school.
- A high proportion of pupils join or leave the school at different times in the school year.
- The school does not use any alternative provision.
- The school runs a breakfast club.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- During the inspection, the inspectors met with the headteacher, deputy headteacher, other leaders and staff at the school. They met with the chief executive officer of the

trust, the chair and vice-chair of the governing body and also spoke with the school's improvement partner.

- The inspection team carried out deep dives in these subjects: reading, mathematics, design and technology, and personal, social, health and economic education. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work. Inspectors also considered leaders' provision for pupils with SEND. In addition, they looked at planning in history and geography.
- Inspectors met with groups of pupils to talk about their work, behaviour and their experiences of school.
- To evaluate the effectiveness of safeguarding, the inspectors viewed the school's website and policies, met with the designated safeguarding leader, spoke with pupils, staff and governors, and checked relevant documentation and safeguarding records.
- Inspectors observed pupils' behaviour in lessons, at playtime and at lunchtime.
- Inspectors considered a number of policy documents. They considered 19 responses to Ofsted's Parent View and reviewed 31 responses to Ofsted's questionnaire for staff.

Inspection team

Chris Birtles, lead inspector

Ofsted Inspector

Alison Martin

Ofsted Inspector

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