

Inspection of Stapleford Abbotts Primary School

Stapleford Road, Stapleford Abbotts, Romford, Essex RM4 1EJ

Inspection dates: 25 and 26 January 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected

What is it like to attend this school?

Pupils really enjoy attending Stapleford Abbots Primary Academy. They work hard in lessons and they are proud of their work. They wear their uniform with pride. They play well together at breaktimes. Older pupils look out for the younger ones and offer to play with them if they are lonely.

Teachers have high expectations of pupils in both behaviour and learning. Consequently, pupils try very hard. They are very motivated by the possibility of wearing a cape or medal to show that they have demonstrated key values such as 'independence' or 'quality' in work. They are interested in what others have done to gain these awards, and celebrate each other's success.

There are very few incidents of bullying. Pupils said they couldn't remember there being any bullying, but were sure that if it happened, adults would sort it out quickly. Across the school, pupils place themselves in various 'zones' each morning and afternoon to show if they are happy, sad or have other worries. Pupils know that this means an adult will talk to them quickly about anything that concerns them.

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

The methods for teaching reading across the school are highly consistent. Most staff are well trained and highly skilled at quickly getting pupils reading. The books that are sent home are well matched to pupils' phonics knowledge. All pupils also have a book to share and enjoy with adults at home. Pupils enjoy reading, particularly the books that they read as a whole class. Across the curriculum, there is a focus on developing pupils' vocabulary. Pupils are clear about what 'star words' they are learning each lesson.

Leaders have identified the essential knowledge and content that pupils should be taught in each subject. They review the sequence of this curriculum on an annual basis in order to ensure that pupils in mixed-age classes receive sufficient depth and breadth in the curriculum. Middle leaders visit lessons and focus on checking that the curriculum is being taught well and on supporting colleagues to improve how they deliver the curriculum. In many curriculum areas, for example mathematics, teachers use practical and visual resources to help pupils understand what they see. As a result, pupils develop a quick recall of number facts.

Where the curriculum is delivered well, pupils have excellent recall of topics taught. However, there are some aspects where too many concepts are introduced at once and pupils get confused. For example, some pupils were confused about which holy book and important figures belonged to which religion, despite having learned it very recently.

Pupils with special educational needs and/or disabilities (SEND) have their needs identified, planned for and met. Consequently, they progress through the curriculum

alongside others. Most support staff are highly skilled at meeting pupils' needs. However, the quality of planning and provision for these pupils' needs is less well developed in some classes. New leaders are still developing their monitoring of how well pupils with SEND are accessing the curriculum in lessons.

Teaching in the early years covers the whole curriculum through a range of engaging teaching activities. Children are active participants in these activities. They are taught phonics effectively from when they arrive in Nursery. Teachers provide a range of adult-led opportunities for children to regularly practise writing and mathematics. Opportunities for children to practise skills and rehearse knowledge during independent activities are less well developed.

Most pupils behave well. They understand the rewards and consequences system in the school. Teachers regularly send instant messages to parents to let them know about pupils' good work. Pupils enjoy hot chocolate with the headteacher as a reward for those who always work hard.

There is a wide range of extra-curricular clubs, including choir, art and football. Leaders are ensuring that where visits out are not happening, due to COVID-19, these are replaced by visitors in.

Pupils are taught about being respectful and tolerant. They are very welcoming to newcomers to their school. They understand about different backgrounds and cultures.

Leaders have ensured that staff are kept well informed and supported with the changes to the curriculum. The multi-academy trust has put in place a range of additional support measures. Both leaders and teachers describe the positive impact these have had. Parents are positive about the school's leadership and education provided.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained on what signs to look out for if pupils are at risk. They know how to report concerns.

Leaders' record-keeping is detailed and they have good knowledge of the pupils in their care. Appropriate links have been made with the various agencies that support different pupils.

Pupils feel safe. All parents who responded to the parent survey said that their child feels safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are a few subjects where teaching presents pupils with too much information at one time. Consequently, pupils do not remember the knowledge teachers intend them to. Leaders need to ensure that the planned curriculum and teachers' delivery focus on the most important knowledge, so that pupils remember it in the long term.
- Leadership of SEND has very recently changed and systems for planning for pupils with SEND are less well developed in some classes. Leaders' monitoring of this delivery is still new. Leaders need to continue to develop their monitoring and training where a few staff still need support in planning for pupils with SEND.
- Children in the early years get lots of time to practise their early learning in adult-led activities. The provision during children's independent activities does not always support this as well as it could. Adults need to be supported to ensure that they are clear on how they can effectively enhance learning in this time.

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	144881
Local authority	Essex
Inspection number	10212063
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	137
Appropriate authority	Board of trustees
Chair of trust	Gaenor Bagley
Headteacher	Emma Speller
Website	www.sapa-tkat.org
Date of previous inspection	Not previously inspected

Information about this school

- This is a smaller-than-average primary school.
- The predecessor school, Stapleford Abbots Primary School, was last inspected in March 2013.
- It reopened as a new school on 1 August 2017.
- The school is part of The Kemnal Academies Trust.
- The pre-school (nursery) has previously admitted two-year-old children, but there were none on roll at the time of the inspection.
- Pupils are in mixed-age classes. At the time of the inspection, these were Nursery, Reception/Year 1, Years 1/2, Years 2/3, Years 3/4, and Years 5/6.
- The school operates breakfast and after-school clubs.
- A very small number of children attend an unregistered alternative provision for one afternoon a week.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, assistant headteacher, other subject leaders, the multi-academy trust primary director and a range of other staff. Inspectors also spoke to the chair of the local governing body, parents and pupils.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science and religious education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at samples of pupils' work in other subjects and talked to pupils about their learning.
- To inspect safeguarding, inspectors scrutinised a sample of safeguarding records and checked the single central record. They talked to staff, parents and pupils.
- The 12 responses to the pupil survey, four responses to the staff survey and 15 responses to the parent survey were considered.

Inspection team

Tessa Holledge, lead inspector

Her Majesty's Inspector

Wendy Varney

Her Majesty's Inspector

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