

Inspection of Stambridge Primary School

Stambridge Road, Stambridge, Rochford, Essex SS4 2AP

Inspection dates: 8 and 9 November 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are proud to attend Stambridge Primary School. Children in early years settle into school life quickly. All pupils across the school understand the high expectations for behaviour set for them. Pupils feel safe and happy.

Pupils uphold the school values of respect and responsibility. Pupils contribute through the different leadership roles the school offers. These include running the library, acting as school ambassadors and being part of the eco-team. Pupils enjoy the wide range of opportunities offered to them, participating in visits to London, residential stays and local walks. This ensures pupils are confident and mature and well prepared for the next stage of their education.

Pupils, and children in the early years, behave well and respect each other. Pupils of all ages are focused and purposeful in lessons. Pupils feel confident that if they report a concern to a member of staff it will be dealt with effectively.

The school sets clear boundaries for what is acceptable and unacceptable conduct. Pupils pride themselves on working within these. They are also aware of the importance of keeping themselves healthy and safe, including when online.

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

The school is determined that all pupils achieve well. Pupils, including those with special educational needs and/or disabilities (SEND) benefit from a well-organised curriculum. This helps pupils to remember knowledge they need to be successful learners.

The school's curriculum starts in the early years. In each subject, leaders have broken down into small steps the most important knowledge and skills that pupils need to learn to deepen their understanding. In most subjects, individual lessons are well planned and delivered. However, this is inconsistent. Some activities do not build on what pupils already know. In these lessons, pupils do not understand what is being taught, because it is not explained clearly enough to them. This hinders some pupils from fully developing the knowledge across all subjects that they will need in future learning.

Reading is prioritised. Staff deliver the phonics programme consistently well, enabling pupils to develop fluency and confidence quickly. Pupils take home books that closely match their reading ability. Teachers carefully check that pupils can remember previously learned sounds. The school helps parents to be effective partners in this program. Skilled staff support pupils who struggle to read to catch up quickly. The school has cultivated a love of books in all pupils by ensuring they have access to and read a variety of different types of texts and stories. Pupils particularly enjoy having stories read aloud to them by staff.

The needs of pupils with SEND are identified quickly and accurately from the moment pupils join the early years. Pupils are encouraged to work independently and not become over-reliant on the adults who help them. This continues as they move through the school. Staff provide those pupils with SEND with well-planned support that enables them to access the same curriculum as their peers.

Staff use the clear behaviour systems consistently and fairly. Pupils respond to this positively. As a result, there is very little if any disruption to learning.

The school promotes pupils' personal development effectively. The personal, social, health and economic education curriculum is well designed. It ensures pupils develop a sound understanding of how to keep themselves healthy and maintain positive relationships.

Pupils are well prepared for their adulthood. They learn about budgeting and financial skills, designing and building items for sale at the school events. Assemblies and careers weeks include visits from key members of the local community and the police. Older pupils are taught about the potential risks they may face in the future. The school has put in place a deliberate plan, the 'HEARTS promise', which covers the wide range of experiences and visits every pupil will receive by the time they leave the school. As a result, pupils are enthusiastic and positive about their school experience.

The members of the local advisory board (LAB) know the school well. They are well supported by the trust in identifying and tackling priorities for improvement. They check the staff have the training and resources they need to keep the pupils safe, and they ensure pupils achieve well.

Staff feel that the school helps them to keep their workload manageable.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have constructed a well-sequenced curriculum across all subjects. On occasion, however, it is not implemented well enough. This means that in some lessons the important steps of learning are not taught well enough in order to ensure pupils know more and remember more. Leaders need to check carefully and thoroughly how well pupils understand the planned curriculum, to ensure they develop their knowledge, vocabulary and skills. This will allow leaders to consider where further improvement can be made.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141656
Local authority	Essex
Inspection number	10286277
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	103
Appropriate authority	Board of trustees
Chair of trust	Vaughan Collier
Head of School	Debbie Loveless
Website	www.hearts-stambridge.uk
Dates of previous inspection	16 and 17 January 2018, under section 5 of the Education Act 2005

Information about this school

- The school runs a breakfast and an after-school club.
- The school does not make use of any alternative provision.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspectors met with the executive headteacher, head of school, the SEND coordinator and other leaders and staff at the school.

- The lead inspector met with members of the LAB, the CEO of the trust and members of the trust board.
- Inspectors carried out deep dives in early reading, mathematics, music and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors heard some pupils read to a trusted adult.
- The inspectors also examined curriculum plans and spoke to groups of pupils.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record, took account of the views of leaders, staff, pupils and parents, and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took into account the views of those who responded to Ofsted Parent View, and parents' free-text comments were considered.
- Inspectors also took into account the responses to Ofsted's staff survey.

Inspection team

Michael Thomas, lead inspector	Ofsted Inspector
Paul Fykin	Ofsted Inspector

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