

# Parsonage Farm Primary School

**Address:** Farm Road, Rainham, Essex, RM13 9JU

**Unique reference number (URN):** 102312

## Inspection report: 28 April 2026

|                    |             |
|--------------------|-------------|
| Exceptional        |             |
| Strong standard    | ●           |
| Expected standard  | ● ● ● ● ● ● |
| Needs attention    |             |
| Urgent improvement |             |

### ✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Attendance and behaviour

Strong standard ●

Leaders place a very high priority on attendance. It is consistently promoted across the school and secured through close work with parents and carers, as well as external agencies, when pupils face barriers to regular attendance. These approaches are highly effective, as reflected in published attendance data. Attendance is consistently significantly above the national average, while persistent absence remains well below national figures. This very positive picture applies to all groups of pupils.

Leaders also have high expectations for behaviour. From the start of the Reception Year, staff make expectations clear and quickly establish well-understood routines. Agreed approaches for promoting and managing behaviour are clearly understood, carefully modelled and consistently applied by staff. The school does not tolerate bullying, discrimination or harassment. When misbehaviour occurs, it is addressed promptly and appropriately, with adjustments made where necessary to reflect individual pupils' needs. As a result, there is a kind, caring and purposeful ambience throughout the school. Pupils consistently display very positive attitudes and behaviours. They develop self-discipline and demonstrate that they can manage their emotions and resolve conflict effectively. Consequently, classrooms are calm places where pupils can learn without distraction and playgrounds are safe and happy environments for all pupils.

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## Expected standard ●

### Achievement

Expected standard ●

Many pupils across the year groups join and leave the school at different points during the year. This includes in Year 6 itself. Often, these pupils experience significant barriers to learning and/or wellbeing. The positive progress these pupils make in their learning while at the school is not reflected in published national attainment data. The school's well-developed strategies ensure that these pupils receive effective support so they improve their reading fluency, literacy and mathematical skills. Pupils with special educational needs and/or disabilities also benefit from approaches that enable them to make positive progress.

Across year groups and subjects, pupils gain appropriate knowledge and skills and they speak confidently about their learning. The progress they make from individual starting points is also evident in the quality of their work. Those pupils who attend the school from the start attain standards in line with national averages. However, at times some pupils, including disadvantaged pupils with higher starting points, do not consistently make the progress of which they are capable.

Overall, pupils' positive attitudes to learning and the progression they make through the curriculum prepare them well for secondary school.

## Curriculum and teaching

Expected standard 

Leaders keep the curriculum and teaching under regular review. The curriculum is broad and balanced. This year, leaders have made a small number of changes and improvements to ensure that, in each subject, the curriculum design is consistently well matched to the needs of children in the Reception Year and pupils across the school.

The school's phonics programme and mathematics curriculum are well established. Leaders have rightly focused this year on improving writing and oracy, which they are doing effectively. The school carefully checks the starting points of all pupils when they arrive, particularly in relation to their literacy and numeracy knowledge. Closing any gaps in pupils' basic knowledge is a clear priority.

Teaching is typically effective. Teachers have strong subject-specific expertise. They present and model new learning clearly and ensure that pupils revisit key learning so that knowledge is remembered over time. Teachers engage pupils in purposeful discussions and plan learning activities that capture pupils' interests well. They are skilled at making adaptations to the curriculum and teaching to support pupils who need to overcome barriers to learning. However, on occasion, some teaching does not set work that is ambitious enough to deepen the knowledge and understanding of pupils who have already mastered the core learning. This limits these pupils from reaching their full learning potential.

## Early years

Expected standard 

Leaders provide clear and effective leadership of the early years. The Reception Year classes are well organised, demonstrating a secure understanding of the statutory framework. Leaders ensure that all 7 areas of learning are carefully planned, sequenced and timetabled, resulting in a balanced and purposeful curriculum delivered consistently across the 3 classes, both indoors and outdoors.

Teaching is typically effective. Staff establish clear routines for learning and behaviour, helping children to feel safe, well cared for, settled and confident. Staff interact purposefully with children, including outdoors, where learning is well structured and supported. Staff promote vocabulary effectively through, for example, well-chosen themes, word banks and meaningful cross-curricular links. Opportunities for high-quality talk are increasing. The school is working to develop this further.

Children benefit from a generally stimulating learning environment. Provision supports children's progress well in early reading, communication and language, physical development and personal, social and emotional development. Mathematical understanding is introduced through well-chosen activities, while creative and expressive learning is a strength, enhanced, for example, by well-resourced sensory and imaginative play.

Leaders and staff check children's progress carefully and identify those who require additional support, including disadvantaged children and those with special educational needs and/or disabilities. Inclusive practice is evident, with adaptations made to ensure that all children make secure progress from their starting points and from the different times they

arrive during the year. Overall, children achieve well from their starting points and are prepared effectively for Year 1.

## **Inclusion**

**Expected standard** 

Inclusion is central to the school's ethos. Leaders are adept at quickly identifying pupils' needs accurately and providing the support they require. For example, some pupils with special educational needs and/or disabilities (SEND) who now join the school have more complex needs than was previously the case. In response, the school has opened its 'Maple' provision to provide more bespoke, specialist support for a small number of pupils with SEND. These pupils mostly attend the 'Maple' provision for part of the day before successfully re-joining their mainstream classrooms.

Pupils with SEND, as well as others who face barriers to learning and/or wellbeing, receive the support they need to succeed both academically and socially. The school works closely with parents and carers, alongside a range of specialists, therapists and external agencies, to support pupils' learning, wellbeing and welfare. Teaching and support staff take part in bespoke training, so that they have the knowledge and expertise needed to make effective adaptations that meet the diverse needs of pupils. In addition, the school has introduced an extra learning support programme, the 'Evergreen' provision, to provide short targeted boosts for pupils who need additional help with their learning.

Overall, disadvantaged pupils are supported effectively. However, the school's strategy for the use of additional funding is not sharp or precise enough to ensure that all disadvantaged pupils achieve as well as they could do academically.

## **Leadership and governance**

**Expected standard** 

Leaders demonstrate a clear commitment to providing a safe, happy, inclusive and supportive environment in which pupils can thrive. They consistently act in pupils' best interests and have established a very positive culture of care across the school. Leaders respond well to the challenges of high pupil mobility and have a secure understanding of what is working well and the right priorities for improvement. They welcome and act on recommendations from external audits, including those from the local authority. However, on occasion, when areas for improvement are identified, action is not taken as swiftly as it could be.

The governing body is highly experienced. Governors bring a wide range of expertise, which they use effectively to support and challenge the school. Each governor now has oversight of a specific aspect of the school's work, which they monitor regularly. Governors ensure that they comply with statutory requirements.

Staff morale is very high. Staff describe senior leaders as approachable and supportive. They feel listened to and involved in the life of the school. Workload is manageable and leaders support staff wellbeing effectively, including, for example, through a wellbeing committee and opportunities to socialise. Leaders ensure that staff access a range of professional learning opportunities that supports their development, enhances their expertise and helps them with their career aspirations.

The school works closely with parents and carers to support pupils' learning and welfare. The school also provides plentiful support to families whose circumstances make them vulnerable. Additionally, leaders have also established valuable links with the local community, with visitors regularly sharing their expertise through assemblies and workshops, for example.

## **Personal development and wellbeing**

**Expected standard** 

Leaders place strong emphasis on promoting pupils' personal development and wellbeing. There is a well-considered and varied programme that enables pupils to develop talents, interests and confidence. Pupils value the wide range of enrichment opportunities available, including sports, singing, creative arts and themed events such as international week. During the biennial aspirations month, pupils benefit from meeting and speaking with a range of local people from different businesses and professions, giving them ideas of what they might want to do as a future career. Assemblies and visitors enhance pupils' understanding of values, relationships and their role within a diverse society.

Relationships and sex education is delivered in a way that is appropriate to pupils' ages and needs. Through the personal, social, health and economic education (PSHE) programme, pupils develop age-appropriate knowledge about health and wellbeing, including oral hygiene, bullying, smoking and substance misuse. Pupils also learn about online and offline risks, supported by initiatives such as Safer Internet Day and the work of pupil digital leaders, who research and present assemblies on internet safety and artificial intelligence, for example.

Pupils develop a growing understanding of fundamental British values. They are taught to value everyone equally, regardless of age, beliefs, abilities or family circumstances. Pupils show respect for others and speak positively about fairness, democracy, individual rights and freedom of belief. Pupil leadership is a notable strength. Roles such as prefects, wellbeing ambassadors, arts councillors, librarians and digital leaders enable pupils to contribute meaningfully to school life and act as positive role models, strengthening the school community. However, leaders have not established systems to assure themselves that all pupils are learning well and remembering the key knowledge taught through PSHE-related lessons and activities.

Pastoral support is a significant strength. The school's approach to emotional coaching enables pupils to reflect on and manage their emotions, contributing to calm and supportive behaviours. Staff know pupils well and make thoughtful adaptations to ensure that all pupils, including those with barriers to learning, complex needs or who are disadvantaged, are fully included in personal development activities.

## **What it's like to be a pupil at this school**

As they arrive at school each morning, pupils happily and energetically make their way in, warmly greeted by staff, school prefects and Leo, the school dog. They enjoy learning and the wide range of opportunities available, including clubs, educational and cultural trips, visiting speakers and theatres, and the annual school talent competition. Pupils benefit from

respectful, nurturing and caring relationships with staff. Many pupils join and leave the school throughout the year and across year groups. New arrivals' classmates quickly and kindly befriend them, helping everyone to feel part of the school family and that they belong. Attendance is high, absence is low and pupils feel safe. Behaviour is very positive in lessons and at social times. Pupils cooperate well and are considerate. For example, pupil leaders ensure that no one is left without someone to play with at breaktime and lunchtime. Bullying is rare and any serious incidents are dealt with effectively by staff.

From the Reception Year onwards, children learn a broad and ambitious curriculum. Overall, teachers are skilled and have the expertise to ensure that pupils gain and remember new knowledge and skills. The school makes appropriate adaptations to the curriculum and teaching to remove pupils' barriers to learning and wellbeing. Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, make positive progress from their starting points and from the time they join the school. Published end-of-Year 6 outcomes are affected by the school's high levels of pupil mobility. New arrivals are quickly assessed and given effective support, so they progress well in their learning. Pupils who attend the school throughout achieve well too, including in national assessments at the end of key stage 2. With high attendance, positive attitudes to learning and well-honed social skills, pupils are well prepared for the next stages of their education.

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## Next steps

- Leaders should make sure that teaching consistently supports all pupils to achieve the highest standards of which they are capable.
  - Leaders should sharpen their pupil premium strategy to ensure that all disadvantaged pupils achieve their full academic potential.
  - Leaders should put in place strategies to ensure that pupils develop and embed detailed knowledge across the PSHE provision.
  - Leaders should build on and strengthen their existing work to ensure that they consistently evaluate, monitor, analyse and then act on priorities for improvement in a timely manner.
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## About this inspection

The chair of the board of governors in this school is Sarah Smart.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and deputy headteacher, other leaders, the chair and other governors and a representative of the local authority during the inspection. They also spoke with groups of pupils and groups of staff.

The school currently uses no alternative provision.

Headteacher : Russell Abrahall

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**Lead inspector:**

David Radomsky, His Majesty's Inspector

**Team inspectors:**

David Bryant, Ofsted Inspector

Sarah Bailey, Ofsted Inspector

Ruth Dollner, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 28 April 2026

## School and pupil context

### Total pupils

**559**

Well above average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

**630**

Well above average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### **Pupils eligible for free school meals (FSM)**

**21.47%**

Close to average

#### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

### **Pupils with an education, health and care (EHC) plan**

**4.65%**

Close to average

#### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### **Pupils with special educational needs (SEN) support**

**6.08%**

Well below average

#### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

### **Location deprivation**

**Close to average**

#### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

**What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

**All pupils' performance**

**Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 46%         | 61%              | Below                          |
| 2024/25 (final)       | 47%         | 62%              | Below                          |
| 2023/24 (final)       | 46%         | 61%              | Below                          |
| 2022/23 (final)       | 44%         | 60%              | Below                          |

**Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 59%         | 74%              | Below                          |
| 2024/25 (final)       | 59%         | 75%              | Below                          |
| 2023/24 (final)       | 63%         | 74%              | Below                          |
| 2022/23 (final)       | 55%         | 73%              | Below                          |

**Pupils reaching the expected standard in teacher-assessed writing**

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 56%         | 72%              | Below                          |
| <b>2024/25 (final)</b>       | 58%         | 72%              | Below                          |
| <b>2023/24 (final)</b>       | 51%         | 72%              | Below                          |
| <b>2022/23 (final)</b>       | 60%         | 71%              | Below                          |

## Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 68%         | 73%              | Close to average               |
| <b>2024/25 (final)</b>       | 65%         | 74%              | Below                          |
| <b>2023/24 (final)</b>       | 69%         | 73%              | Close to average               |
| <b>2022/23 (final)</b>       | 69%         | 73%              | Close to average               |

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 25%         | 46%              | Below                          |
| <b>2024/25 (final)</b>       | 28%         | 47%              | Below                          |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 25%         | 46%              | Below                          |
| 2022/23 (final) | 21%         | 44%              | Below                          |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 43%         | 62%              | Below                          |
| 2024/25 (final)       | 44%         | 63%              | Below                          |
| 2023/24 (final)       | 44%         | 62%              | Below                          |
| 2022/23 (final)       | 42%         | 60%              | Below                          |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 33%         | 59%              | Below                          |
| 2024/25 (final)       | 28%         | 59%              | Below                          |
| 2023/24 (final)       | 31%         | 58%              | Below                          |
| 2022/23 (final)       | 42%         | 58%              | Below                          |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 43%         | 60%              | Below                          |
| <b>2024/25 (final)</b>       | 40%         | 61%              | Below                          |
| <b>2023/24 (final)</b>       | 47%         | 59%              | Close to average               |
| <b>2022/23 (final)</b>       | 42%         | 59%              | Below                          |

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

## Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year                         | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 25%         | 68%                              | -43 pp                  |
| <b>2024/25 (final)</b>       | 28%         | 69%                              | -41 pp                  |
| <b>2023/24 (final)</b>       | 25%         | 67%                              | -42 pp                  |
| <b>2022/23 (final)</b>       | 21%         | 66%                              | -46 pp                  |

## Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 43%         | 80%                              | -36 pp                  |
| 2024/25 (final)       | 44%         | 81%                              | -37 pp                  |
| 2023/24 (final)       | 44%         | 80%                              | -36 pp                  |
| 2022/23 (final)       | 42%         | 78%                              | -37 pp                  |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 33%         | 78%                              | -44 pp                  |
| 2024/25 (final)       | 28%         | 78%                              | -50 pp                  |
| 2023/24 (final)       | 31%         | 78%                              | -46 pp                  |
| 2022/23 (final)       | 42%         | 77%                              | -36 pp                  |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 43%         | 80%                              | -36 pp                  |
| 2024/25 (final)       | 40%         | 81%                              | -41 pp                  |
| 2023/24 (final)       | 47%         | 79%                              | -33 pp                  |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | 42%         | 79%                              | -38 pp                  |

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 4.3%        | 5.2%             | Below                          |
| 2023/24 (3 term) | 4.2%        | 5.5%             | Below                          |
| 2022/23 (3 term) | 4.8%        | 5.9%             | Below                          |

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 8.5%        | 13.0%            | Below                          |
| 2023/24 (3 term) | 8.2%        | 14.6%            | Below                          |
| 2022/23 (3 term) | 10.3%       | 16.2%            | Below                          |

## Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

### **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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