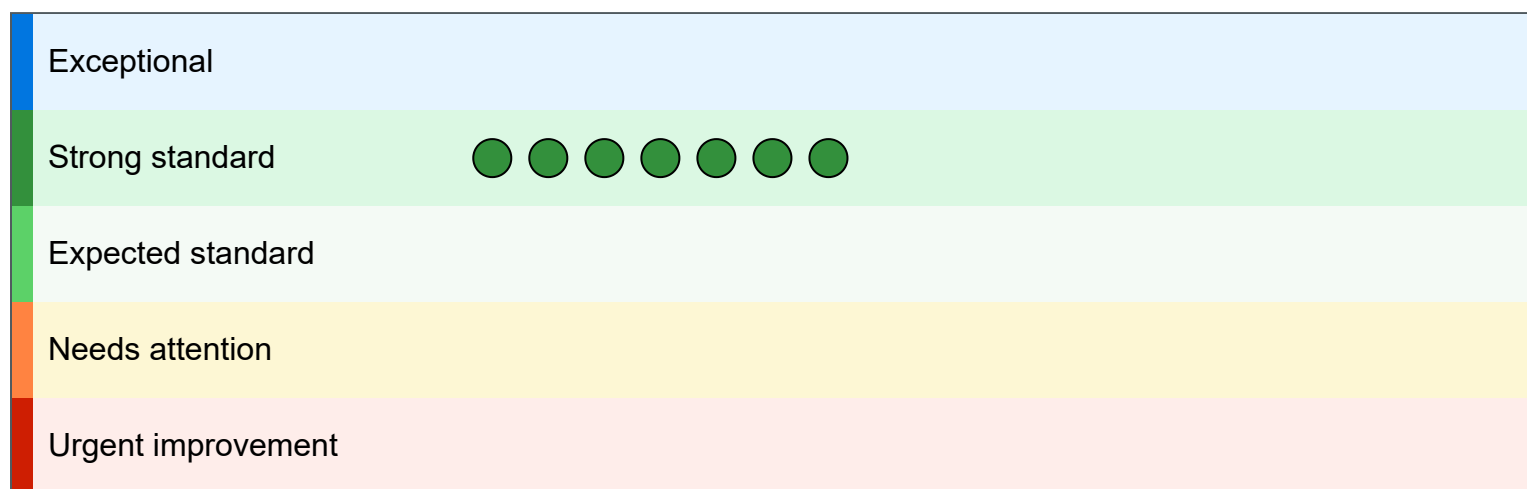


Monteagle Primary School

Address: Burnham Road, Dagenham, Essex, RM9 4RB

Unique reference number (URN): 130340

Inspection report: 10 February 2026



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 ●

Achievement

Strong standard ●

Pupils achieve very well across the curriculum. National outcomes are consistently above average in reading and mathematics. Pupils demonstrate secure knowledge and skills across a wide range of subjects. Disadvantaged pupils and those with special educational needs and/or disabilities make strong progress from their starting points because support is carefully matched to their needs.

Pupils build their knowledge securely and deeply over time. In lessons and in their work, pupils apply subject-specific vocabulary accurately and produce high-quality outcomes. Writing across the curriculum shows clear development in depth, organisation and independence. Pupils confidently produce extended pieces of writing that reflect growing ambition, stamina and control.

When pupils fall behind, leaders identify this quickly through careful assessment and provide targeted support so that they catch up rapidly. As a result, gaps close swiftly, pupils develop firm foundations in reading, writing and mathematics, and they are very well prepared for the next stage of their education.

Attendance and behaviour

Strong standard ●

Attendance is constantly improving because of leaders' determined and systematic work. Leaders track attendance closely, analyse patterns carefully and act quickly when concerns arise. Persistent absence has reduced over time, particularly for disadvantaged pupils. A significant proportion of pupils have complex medical needs and attend frequent medical appointments. Leaders work closely with families, health professionals and external agencies to minimise disruption and maintain resilient links with school. They provide practical support, maintain regular communication and follow up rigorously so that absence does not become entrenched.

Behaviour across the school is exemplary. Pupils are consistently polite, considerate and highly motivated to learn. In lessons, they concentrate deeply, listen respectfully and contribute thoughtfully to discussions. Around the school and at social times, pupils interact warmly with one another and demonstrate a strong sense of responsibility for their community. Relationships between staff and pupils are extremely positive, built on trust and mutual respect. Bullying is very rare and, when concerns arise, they are addressed swiftly and effectively. Staff apply behaviour expectations consistently, including through skilful adaptations for pupils with special educational needs and/or disabilities. As a result, pupils feel extremely safe and thrive in a calm, purposeful environment.

Curriculum and teaching

Strong standard ●

Leaders have designed an ambitious, carefully sequenced curriculum that enables pupils to build knowledge securely from the early years through to Year 6. The curriculum clearly identifies what pupils need to know and remember. Pupils consistently have opportunities to revisit their learning. This helps them to strengthen and apply what they know across

subjects. For example, pupils recall learning from previous years with ease, confidently using subject vocabulary when discussing topics.

Reading is a clear priority across the school. Children begin learning phonics from the start of the early years. They quickly develop the knowledge they need to read with accuracy and confidence. Pupils read regularly and develop fluency, comprehension and a love of books. Older pupils talk enthusiastically about reading and use their strong reading skills to support learning across the curriculum. Any pupils who begin to fall behind in reading, writing and mathematics are quickly identified by leaders. They are supported effectively to make rapid progress and catch up swiftly.

Staff have robust subject knowledge and present learning clearly. Teachers anticipate misconceptions, model thinking clearly and use questioning skilfully to deepen understanding. Adaptations for disadvantaged pupils and those with special educational needs and/or disabilities are embedded seamlessly in lessons. Leaders have a full and accurate picture of how well teaching and the curriculum are working in practice. They prioritise professional development for all staff, ensuring consistently high-quality teaching across the curriculum.

Early years

Strong standard 

Children make an excellent start to their education. From Nursery onwards, they learn in calm, purposeful and language-rich environments. Adults consistently model vocabulary, extend conversations and challenge children's thinking. For example, during imaginative role play, adults actively join in, introduce new words and encourage children to explain their ideas. As a result, children engage deeply, sustain concentration and communicate confidently with adults and peers.

Leaders design the curriculum to prioritise the essential foundations in reading, writing and mathematics. Staff develop children's language throughout daily routines and teaching. They teach gross and fine motor skills carefully so that children build strength and control for early writing. In Reception, many children write with increasing fluency. Staff teach phonics from the start and follow a clear, systematic approach. Children quickly learn to blend sounds and read simple books with confidence.

Staff assess children accurately and respond quickly to their needs, drawing on effective partnership work with parents and carers to inform the provision that children receive. Staff track participation across activities and provide targeted support, when gaps appear. Adults guide children closely, for example, using appropriate support to secure correct pencil grip. Children behave well, follow routines independently and cooperate positively with others. They feel safe and develop self-control. As a result, children leave Reception well prepared for the demands of Year 1.

Inclusion

Strong standard 

Inclusion is at the heart of this school's culture. Leaders have created a community, where every pupil is known, valued and supported to succeed. The needs of pupils with special educational needs and/or disabilities (SEND) are identified early and assessed carefully. Leaders work closely with families and professionals to ensure that barriers to learning and

wellbeing for these pupils are reduced quickly and effectively. Staff understand the processes and strategies very well and apply them consistently in classrooms to support and enhance pupils' learning.

The specially resourced provision for pupils with SEND is highly effective and fully integrated into school life. Pupils who attend this provision benefit from highly personalised pathways and expert support that enable them to participate confidently and achieve increasing independence. Pupils also benefit from a curriculum that is carefully tailored to meet their needs. Communication systems, targeted interventions and specialist strategies are used skilfully by staff. This enables pupils to work confidently alongside their peers. Disadvantaged pupils and those known to children's social care are monitored closely, and funding is used and evaluated thoughtfully so that pupils access ambitious learning and enrichment opportunities.

Leaders track progress rigorously and evaluate the impact of support regularly. Ongoing staff training ensures that inclusive practice is embedded across the school. Inclusion is a defining strength that shapes the school's work and outcomes across all areas.

Leadership and governance

Strong standard 

Leadership and governance are highly effective and rooted in a clear moral purpose. Leaders evaluate their work honestly, respond quickly to emerging needs and continually refine provision to secure the best outcomes for pupils. They have created a genuinely shared culture, where staff, pupils and families feel valued, listened to and invested in the school's success. Staff describe leaders as approachable and supportive, and morale is high. Parents and carers express clear confidence in leaders and value their visibility, responsiveness and commitment to resolving concerns promptly.

Leaders place inclusion and pupil wellbeing at the centre of all decision-making. They prioritise resources carefully so that disadvantaged pupils and those with special educational needs and/or disabilities access ambitious learning and enrichment opportunities. Leaders work closely with families, external professionals and the local authority to coordinate support effectively. Their outward-facing leadership strengthens the provision further. The school supports other settings through its specially resourced provision and contributes actively to local initiatives and transition work.

Professional development forms a central part of leaders' strategy for improvement. Staff benefit from sustained, high-quality training, including, for example, instructional coaching, subject-specific development and opportunities to observe best practice. Early career teachers also receive structured mentoring, regular feedback and protected time to develop their expertise. Leaders also take deliberate action to support staff wellbeing and manage workloads effectively.

Governors know the school well and provide thoughtful support and challenge. They carefully monitor developments and check that leaders' actions translate into positive impact for pupils. Governors fulfil their statutory duties well. Together, leaders and governors have built a cohesive, ambitious community committed to continual improvement.

Work to nurture pupils' personal development is a significant strength of the school. Leaders place great importance on helping pupils grow into confident, thoughtful and responsible young people. The school's clear values of working hard, trust and respect underpin a well-established character curriculum that shapes pupils' attitudes and conduct. Pupils develop a deep moral awareness through regular discussion-based lessons, assemblies and philosophy sessions. They reflect maturely on issues, such as fairness, prejudice and equality, and can explain their views clearly while listening respectfully to others. Pupils demonstrate a secure understanding of different faiths and cultures. They speak positively about how everyone is welcomed and celebrated within the school community.

The school provides an extensive range of opportunities that enrich pupils' experiences beyond the classroom. Pupils take part in a wide variety of clubs, including sports, arts, music and performance activities. Many speak enthusiastically about representing the school in competitions or participating in events, such as residential visits and outdoor learning experiences. Educational visits and visitors play a key role in broadening pupils' horizons. Pupils recall visits to local landmarks, places of worship and cultural venues as well as opportunities to meet professionals, such as those from the emergency services. Leadership roles, including on the school council, enable pupils to contribute to decision-making and develop a robust sense of citizenship. Leaders ensure that disadvantaged pupils are fully included in these opportunities through careful and targeted use of additional funding.

Pupils are well prepared to stay safe and healthy. They learn about online safety, healthy relationships and physical and emotional wellbeing through a well-planned programme of lessons and assemblies. Pupils know who to speak to if they have worries and trust adults to help them. In the early years, children learn to manage their emotions, cooperate with others and develop independence. These experiences enable pupils to grow into confident, considerate and socially responsible members of the school community.

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

Pupils speak warmly about their school and feel proud to belong to a community shaped by clear values of working hard, trust and respect. They say they feel safe and know who to talk to if they have worries. Pupils can name trusted adults, including members of the safeguarding team, and understand how to report concerns. They learn how to keep themselves safe, including when using the internet, and can explain clearly what bullying is. Pupils say that adults deal with concerns quickly and effectively.

Pupils behave well and show positive attitudes to learning. In lessons, they concentrate carefully, listen respectfully and contribute thoughtfully to discussions. Children in early years play and learn calmly, showing self-control and sustained focus. Across the school, pupils speak confidently and use well-developed communication skills to explain their thinking. They enjoy discussing ideas in subjects, such as philosophy, history and geography, for example, when debating fairness or explaining why rainforests grow near the equator.

Pupils achieve well and remember what they learn. They use subject vocabulary accurately and make links between new learning and what they studied previously. Pupils' outcomes in national tests are often better than their peers nationally in reading, writing and mathematics. Disadvantaged pupils and those with special educational needs and/or disabilities receive effective support to access and learn the same ambitious curriculum as their peers. Pupils' attendance is high and they leave the school very well prepared for secondary education.

Pupils benefit from a wide range of experiences beyond lessons. They enjoy clubs, visits, residential trips and taking on leadership opportunities, such as the school council. They learn about democracy, equality and different cultures. Overall, pupils feel they belong, achieve well and thrive in a caring, inclusive community.

Next steps

- Leaders should sustain and further enhance opportunities for high-quality writing across the curriculum so that all pupils, particularly those with lower and higher prior attainment, strengthen the depth, stamina and precision of their writing.
-

About this inspection

The chair of the board of governors in this school is Martin Ekers.

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.

Inspection activities:

Inspectors spoke with the headteacher and other school leaders, as well as representatives of the governing body, including the chair, during the inspection.

The inspectors confirmed the following information about the school:

The school includes provision for 36 pupils with autism in their specially resourced provision for pupils with special educational needs and/or disabilities.

The school does not currently make use of any alternative provision.

Headteacher: Sara Rider

Lead inspector:

Aliki Constantopoulou, His Majesty's Inspector

Team inspectors:

Christopher Birtles, Ofsted Inspector

Lisa Farrow, Ofsted Inspector

Jeff Cole, 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 10 February 2026

School and pupil context

Total pupils

666

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

720

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)

26.31%

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

9.91%

Well above 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

9.76%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Well above 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)

Resourced provision and SEN unit

What does this mean?

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

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (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	75%	61%	Above
2024/25 (revised)	76%	62%	Above
2023/24 (final)	69%	61%	Above
2022/23 (final)	78%	60%	Above

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	82%	74%	Above
2024/25 (revised)	84%	75%	Above
2023/24 (final)	76%	74%	Close to average
2022/23 (final)	88%	73%	Above

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
Latest 3 year average	78%	72%	Above
2024/25 (revised)	78%	72%	Close to average
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	78%	71%	Close to average

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
Latest 3 year average	81%	73%	Above
2024/25 (revised)	78%	74%	Close to average
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	88%	73%	Above

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
Latest 3 year average	72%	46%	Above
2024/25 (revised)	69%	47%	Above
2023/24 (final)	77%	46%	Above
2022/23 (final)	71%	44%	Above

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	84%	62%	Above
2024/25 (revised)	80%	63%	Above
2023/24 (final)	88%	62%	Above
2022/23 (final)	84%	60%	Above

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	75%	59%	Above
2024/25 (revised)	71%	59%	Above
2023/24 (final)	85%	58%	Above
2022/23 (final)	71%	58%	Above

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
Latest 3 year average	77%	60%	Above
2024/25 (revised)	69%	61%	Close to average
2023/24 (final)	85%	59%	Above
2022/23 (final)	81%	59%	Above

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
Latest 3 year average	72%	68%	4 pp
2024/25 (revised)	69%	69%	-1 pp
2023/24 (final)	77%	67%	10 pp
2022/23 (final)	71%	66%	5 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	84%	80%	4 pp
2024/25 (revised)	80%	81%	-1 pp
2023/24 (final)	88%	80%	9 pp
2022/23 (final)	84%	78%	6 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	75%	78%	-3 pp
2024/25 (revised)	71%	78%	-7 pp
2023/24 (final)	85%	78%	7 pp
2022/23 (final)	71%	77%	-6 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	77%	80%	-3 pp
2024/25 (revised)	69%	81%	-12 pp
2023/24 (final)	85%	79%	5 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	81%	79%	1 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 (2 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	6.3%	5.9%	Close to average

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 (2 term)	11.9%	13.3%	Close to average
2023/24 (3 term)	14.4%	14.6%	Close to average
2022/23 (3 term)	16.7%	16.2%	Close to average

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright