

# Nazeing Primary School

Hyde Mead, Nazeing, Waltham Abbey, EN9 2HS

## Inspection dates

27–28 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils are now making good progress and attainment is rising in all year groups in reading, writing and mathematics.
- Pupils have positive attitudes to learning and rise to the challenge when their teachers give them harder work. They enjoy achieving well.
- The additional adults who help teachers in the classroom support pupils' learning well.
- Governors are effective partners in leading the school and fully challenge senior leaders about how well it is performing.
- Regular checking and feedback to staff by the headteacher and other leaders has led to teaching that is now typically good. In Years 2 and 6, it is consistently good.
- Pupils behave well in lessons and around the school. Sometimes their behaviour is excellent. Pupils feel safe at school and their parents agree.
- Relationships throughout the school are good. Most parents are pleased with what the school provides for their children.

### It is not yet an outstanding school because

- Teachers rarely ask probing questions which encourage pupils, particularly the most able, to think more deeply about their learning.
- Teachers' expectations vary about the quality of pupils' handwriting and the amount of work some pupils are capable of producing in lessons.
- Although teachers' marking is much improved, some still does not help pupils to improve their work.
- The assessments made on how much children starting in the Reception class know and can do are not always accurate.

## Information about this inspection

- Inspectors observed 20 lessons, two of which were joint observations with the headteacher. Inspectors also observed pupils moving around the school, in the dining room and at break and lunchtimes. They listened to pupils read.
- Meetings were held with pupils, senior leaders and subject leaders, the Chair of the Governing Body and a representative of the local authority.
- Inspectors took account of the 34 responses to Parent View (Ofsted's online questionnaire for parents) as well as the views of a range of parents who spoke to inspectors and the school's most recent parental questionnaire. Inspectors took account of the 28 staff questionnaires.
- Inspectors looked closely at a range of documentation, including the school's data about the progress of pupils, leaders' evaluation of its strengths and weaknesses, improvement plans, safeguarding policies and records relating to the management of teachers' performance.

## Inspection team

Nichola Perry, Lead inspector	Additional Inspector
Diana Songer-Hudgell	Additional Inspector
John Ubsdell	Additional Inspector

# Full report

## Information about this school

- This is an average-sized primary school.
- The vast majority of the pupils are White British.
- The proportion of pupils eligible for the pupil premium funding is below average. This is additional money given to schools for pupils known to be eligible for free school meals, those looked after by the local authority and those with a parent in the armed services.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- An increasing number of pupils, including Travellers and those from Eastern European backgrounds, join or leave partway through their primary school education. The proportion moving in and out has increased significantly this year.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

## What does the school need to do to improve further?

- Make more teaching outstanding and raise achievement, particularly for more-able pupils, by:
  - challenging pupils to aim higher by setting routinely demanding work in lessons
  - using marking effectively to show pupils how they can do better
  - insisting that pupils in every class produce more work in writing and mathematics
  - encouraging pupils to think more deeply about their learning by asking probing questions
  - having consistently higher expectations of the quality of handwriting in pupils' books.
- Strengthen assessment in the Reception class so children's progress can be tracked and work matched more closely to their ability levels.

## Inspection judgements

### The achievement of pupils

is good

- Achievement for most pupils, from a level of development typical for their age on entry into the Reception class, is now good. The majority of pupils make the progress expected for their age in reading, writing and mathematics, and an increasingly high proportion are now exceeding expected progress in all three subjects. This is because the quality of teaching and the range and type of activities provided for pupils have improved considerably since the previous inspection.
- Attainment at the end of Year 6 has been broadly average in all three subjects in the past because pupils had not made fast enough progress through the school. The improved rate of progress across all year groups means that, each year, teachers are needing to spend less time helping older pupils to fill gaps in their learning.
- National published data show an erratic but nevertheless improving trend in attainment at the end of Year 6. For example, particularly good improvement in 2012 meant that standards in all three subjects were above average for the first time. The school's data show that attainment in reading in the current Year 6 continues to be above average. Standards in mathematics and writing, while not yet above average, are continuing to rise.
- Similarly, attainment is rising in reading, writing and mathematics at the end of Year 2 as a result of better teaching, particularly in phonics (the link between letters and the sounds they make). Pupils are making particularly good progress in writing. School data and the work seen in lessons and pupils' books indicate that current Year 2 pupils are on track for further improvement.
- As a result of improved strategies to support reading, particularly in the teaching of phonics, most pupils read confidently and accurately. Pupils who find learning difficult are now making much better use of skills to help them read difficult or complex words. This, in turn, is having a beneficial effect on pupils' ability and confidence in their writing. Focused teaching of basic mathematical skills is having a similar effect on attainment in mathematics across the school.
- Achievement has improved in the Early Years Foundation Stage, where children are now making good progress. They are given interesting activities to do, such as when opening a surprise envelope containing a letter to them about the Giant's birthday. They were enthralled and used language confidently to suggest a wide range of ideas as to how the Giant might like to celebrate. They made good use of their phonics knowledge when reading the letters to the class.
- Disabled pupils and those who have special educational needs make good progress. For some, this is slowed by the severity or complexity of their needs. A range of additional sessions and one-to-one support for pupils with specific or complex needs enables them to make up lost ground and provides additional help when pupils struggle with their learning.
- Leaders manage the pupils who regularly come and go extremely well, such as Traveller pupils whose lifestyle affects their learning, and those who simply join other than in Reception or the start of Year 1. These pupils are well supported and learn at least as well as their classmates, and are not disadvantaged in any way.
- In 2013, the Year 6 pupils supported by the pupil premium were roughly two terms behind their classmates in reading and mathematics, and three terms behind in writing. School data and lessons observations indicate that the progress of current eligible pupils is improving at a similar

rate to other pupils, and the attainment gap is reducing.

### **The quality of teaching**

### **is good**

- Teaching is now typically good, particularly in Years 2 and 6. This has contributed strongly to improved rates of progress and rising attainment over the last two years. The school is using this good practice, for example by coaching individual teachers, to help improve the overall quality of teaching for all staff. Teaching assistants provide high-quality support for pupils who find learning difficult.
- Teachers carefully adapt activities in lessons for different ability groups. Most give pupils good opportunities to practise their literacy and numeracy skills. This is helping them to improve at a faster rate than in the past, particularly in writing with greater confidence. However, work in literacy and mathematics books shows that some pupils are not producing nearly enough work of a good standard in the time available, and that the quality of handwriting varies considerably across the school.
- The best teaching takes full account of what the pupils already know and can do, so no time is wasted repeating what pupils can already do. The most effective teaching provides this high level of challenge from the very start of lessons and ensures that the most-able pupils progress as rapidly as others. This is not yet happening routinely in all classes.
- Teachers and additional adults ask questions skilfully. Pupils respond confidently in the knowledge that their suggestions are always valued. Pupils are prepared to 'have a go' regardless of whether they are right or not. However, only in a few classes have teachers developed especially effective ways of probing pupils' responses so that they are encouraged to think more deeply about what they are learning. Where this is happening, teachers are developing an excellent dialogue with their pupils which truly extends learning.
- Improved marking is also leading to an increasingly good dialogue between pupils and their teachers. In some classes, pupils are absorbing what is being said, as discussions with pupils reveal. This is leading to sustained improvements, such as reducing basic errors in their use of punctuation. This high-quality approach to improving pupils' work is not yet widespread.
- Teachers' assessments in the Reception class of what children already know and can do are not always accurate and this means that activities are not always matched to children's abilities as carefully as they could be.

### **The behaviour and safety of pupils**

### **are good**

- The behaviour of pupils is good. Pupils behave well in lessons, around the school and in the dining room and outside. Sometimes, behaviour is better than this, such as in lessons where the pupils learn extremely well. Just occasionally, in lessons where activities are less interesting, pupils become fidgety and disengage.
- Pupils say that the behaviour seen during the inspection is typical. There have been no exclusions.
- Attendance is above average.
- Pupils learn well how to be polite to each other and to adults because the school focuses

strongly on developing good social and moral values. Pupils show good understanding when they recognise that some of their classmates have difficulties which cause them to struggle with their learning or behave in a different way to others. Pupils get on well with each other and work well together in groups or pairs.

- Pupils' attitudes to learning are good and they like achieving well. They say they enjoy the range of activities provided in different subjects, especially when their teachers set them harder work. They understand well how they are progressing and what to do next in order to improve further, either through good use of their individual 'learning targets' or via teachers' marking. They appreciate detailed marking and enjoy the dialogue they now have with their teachers about improving their work.
- The school's work to keep pupils safe and secure is good. Pupils say they like and trust their teachers and other adults and feel listened to. Pupils understand well about personal safety, including e-safety both in school and in their homes. They have a secure understanding about the inappropriate use of language towards individuals or specific groups. They know about bullying, and who to inform should it occur. They say that bullying is rare and is not an issue which worries them at school.
- Liaison with parents, schools and other agencies who offer support for vulnerable pupils and their families is good. It is valued by the parents concerned. The many pupils who join the school throughout the year benefit from the clear boundaries set by staff. This, and the additional support they receive, helps them to settle or re-settle quickly and learn as well as the other pupils. Arrangements for pupils transferring into the Reception class and to secondary school are well planned and effective. Older pupils feel that they are well prepared for secondary school.

## **The leadership and management** are good

- The headteacher, supported by the deputy headteacher and the governing body, provides clear leadership so that there has been some good improvement since the previous inspection. Her aspirations for the school are shared by the staff. They, and the pupils themselves, say that the school is a happy place to work. Parents are supportive and the majority who completed the online questionnaire and those spoken to during the inspection are content with what the school provides for their children.
- Subject and other leaders continue to develop their roles, and this has contributed to pupils' improving progress and attainment across the school. Leaders have played a key part in ensuring that the work planned for pupils, the quality of teaching and the monitoring of pupils' progress are all contributing to ongoing improvement. They have an accurate awareness of priorities to improve further and all now participate fully in the regular pupil progress meetings to ensure that pupils are on track to achieve well.
- Regular checking of teaching and other aspects of the school has substantially raised the overall quality of teaching so that it is now typically good. Self-evaluation is accurate and plans which guide the school provide appropriate targets for action. Actions taken to address the priorities identified for improvement at the last inspection have been managed well and moved the school forward. This demonstrates the school's capacity to improve further.
- Much work has been carried out to improve assessment procedures. Regular checks are made by leaders to make certain that teachers' assessments are accurate and consistent across the school. To this end, good use is made of partnership schools and other external agencies. However, uncertainty in assessment in the Reception class is not providing the school with a

sufficiently accurate baseline from which leaders can assess the progress being made from pupils' different starting points.

- Systems used to check and manage staff performance provide a regular dialogue with all members of staff. This is helping them to improve their own performance and that of their pupils. The process has been effective over the last two years in helping underperforming staff to develop their skills, as well as rewarding good practice.
- Pupils' spiritual, moral, social and cultural awareness is developed through the subjects and activities provided. There is good focus on developing basic skills, and links are made between different subjects. The school uses additional funding for sport to provide opportunities for more pupils to engage in school sports teams to help them understand about the enjoyment of competitive group activities. Pupils say they like participating in teams, especially basketball, and they thoroughly enjoy their success.
- The local authority provides an appropriate level of support for this previously satisfactory school.
- **The governance of the school:**
  - Governors are well informed and very focused on improving the school. They are extremely supportive, and have a clear understanding of the school's strengths and weaknesses and how to bring about further improvement. This helps them to provide a good level of challenge to school leaders. Governors demonstrate good knowledge of performance data and its implications. They understand the systems used to improve staff performance, including those used to reward good practice and to manage underperformance. The Chair of the Governing Body carries out an annual audit of governors' skills to ensure that these are put to best use in order to benefit the school. Finances, including the use of the pupil premium and additional sports funding, are managed prudently to give all pupils an equal chance to succeed with no discrimination. Governors make certain that current requirements for safeguarding children are met, and that regular checks are made so that the school is a safe place to be.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	114972
<b>Local authority</b>	Essex
<b>Inspection number</b>	428852

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	254
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Melanie Seymour
<b>Headteacher</b>	Cheryl MacLeod
<b>Date of previous school inspection</b>	15 March 2012
<b>Telephone number</b>	01992 893344
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