

Inspection of Takeley Primary School

Bennet Canfield, Little Canfield, Dunmow, Essex CM6 1YE

Inspection dates: 22 and 23 June 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	Requires improvement

What is it like to attend this school?

Pupils at Takeley Primary enjoy coming to school. They understand and live out the school's vision of 'Learning, Achieving and Enjoying Together'. Pupils are happy, polite and welcoming to visitors.

Pupils understand that their education is important, and they are proud of their work. They like to see their achievements celebrated. They enjoy their work being shown in engaging and colourful displays.

Pupils speak highly about staff and each other. They feel safe and looked after. If feeling worried about friendships, pupils know that staff will help them. Behaviour in and around the school is good. In lessons, pupils are keen learners and work well on the tasks set for them. They listen carefully and follow the clear classroom routines in place. Pupils say that bullying is rare. However, they know that if there are any issues, such as name-calling, adults deal with these quickly.

Children in the early years have a strong start to their education. They are provided with purposeful activities that help them with their learning. They enjoy learning and playing in the well-designed outdoor area which meets their needs effectively.

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

Leaders have designed an ambitious and rich curriculum based on the national curriculum. Teachers teach the curriculum well. They provide pupils with appropriate learning activities to help them know more and remember more over time. However, in a small number of lessons, teachers do not provide enough opportunities for pupils to show what they know and understand in different and more challenging contexts. Some pupils do not achieve as well as they could.

Staff are well trained and make sure that reading is taught well. Pupils have regular and planned opportunities to practise their phonics, so they learn to read accurately and fluently. Pupils develop a love of and interest in reading from the moment they begin school. They talk enthusiastically about the books they read and can explain the content in detail. Pupils enjoy the responsibility of choosing books from the school library. Teachers ensure that pupils read books matched to their reading abilities.

Assessment is generally used well. Teachers check pupils' understanding effectively and adapt lessons where needed. Teachers regularly revisit what pupils have previously learned, helping pupils to remember important information and concepts. Pupils are confident in their learning, especially in mathematics.

Children settle quickly into early years. They play and learn happily in a calm and purposeful environment, where they learn to cooperate and take turns. Staff make

sure that children learn a well-designed early learning curriculum. Children are prepared well for learning in Year 1 and beyond.

Pupils with special educational needs and/or disabilities (SEND) are provided with effective support from adults. Leaders have high expectations for pupils with SEND, both academically and socially, to ensure that these pupils achieve well.

Behaviour is good. Adults manage pupils' behaviour well and consistently. There is a calm and studious atmosphere around the school. Pupils talk positively about how they value differences between themselves and others. They are welcoming to pupils who start school part way through the year.

Pupils understand that people have different faiths and beliefs. They have well-structured learning in their personal, social and health education (PSHE) lessons.

Pupils can easily explain values such as tolerance. However, pupils do not regularly use the important words and terms they are introduced to in PSHE lessons. Leaders recognise this and are addressing this issue.

Pupils enjoy the school trips offered. They like the clubs they attend, including those which keep them active. Pupils know how to be healthy and fit. They benefit from taking on play leader roles with younger children. This develops their confidence and leadership skills.

Parents and carers have positive views about the work of the school. They are appreciative of the experiences provided for their children.

Staff say that leaders are considerate of their workload and supportive of their well-being. Governors, trust leaders and the headteacher have a shared vision for improving the experiences for pupils. Governors have invested in professional development for staff to continue to develop every adult's individual expertise.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff are well trained and receive regular updates about safeguarding. All staff know how to identify pupils who might be at risk. They understand the processes for reporting concerns. Leaders keep detailed records and use this information to seek outside professional support, if needed.

Pupils have lessons to give them the knowledge and understanding of how to keep themselves safe, including when using online technologies. Pupils know who to speak with if they need help. They say that support is available straight away.

What does the school need to do to improve? (Information for the school and appropriate authority)

- In a very small number of lessons, some pupils do not receive the level of demand in the activities for which they are ready. There are not enough opportunities for some pupils to deepen their knowledge and understanding as leaders intend. Leaders should ensure that teachers implement the ambition of the full curriculum consistently, to make sure that all pupils practise using, and remember, all the important knowledge they need.

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	142049
Local authority	Essex
Inspection number	10227396
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	370
Appropriate authority	The governing body
Chair of governing body	Diane Hancock
Headteacher	Andy Cosslett
Website	www.takeley-pri.essex.sch.uk
Date of previous inspection	3 December 2020, under section 8 of the Education Act 2005

Information about this school

- The school has no pupils using alternative provision.
- The school operates a breakfast club for parents needing childcare before school.

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 of the school.
- The inspectors carried out deep dives in these subjects: reading, mathematics, science and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke with pupils and teachers, and considered pupils' work.
- Inspectors considered the curriculum in other areas, for example in PSHE.
- Inspectors spoke to senior leaders, including the chief executive officer of the trust, the headteacher, deputy headteachers and the special needs coordinator.

Inspectors met with members of the governing body and spoke with a local authority representative who works with the school.

- To judge the effectiveness of safeguarding, the inspectors scrutinised the single central record. Inspectors reviewed safeguarding systems and processes. They spoke to leaders, teachers, governors and pupils about the quality of safeguarding.
- The inspectors considered 82 responses made by parents to Ofsted Parent View, Ofsted's online questionnaire, including 78 free-text responses.

Inspection team

Bozena Laraway, lead inspector	Ofsted Inspector
Hayley O'Dea	Ofsted Inspector
Nicola Shadbolt	Ofsted Inspector

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