

Inspection of Engaines Primary School and Nursery

St Osyth Road East, Little Clacton, Clacton-on-Sea, Essex CO16 9PH

Inspection dates: 6 and 7 December 2022

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 eager and enthusiastic about their learning. They value the help that their teachers give them. Pupils are motivated to achieve the high expectations adults have of them.

Pupils love their school. They say that the best thing is the people and how kind they are. Pupils behave well in lessons and during breaktime and lunchtimes. They treat each other with respect. They look after each other and include each other in their games.

Pupils are keen to receive one of the weekly 'cherish' certificates which stand for the school values. They are proud when their classmates receive one and enjoy celebrating each other's successes. Pupils say this further inspires them to 'push harder and we will get one'.

Pupils have a clear understanding of what bullying is and know that, on the rare occasions it happens, staff are quick to deal with it. Pupils know there are members of staff they can talk to if they have any worries or concerns. They know staff will help with these. Pupils appreciate the support they get from staff for their well-being. This support helps pupils to 'get rid of our worries'. Pupils feel, and are, safe at school.

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

Leaders have planned a curriculum that sets out what pupils need to know and remember. Where leaders have identified that the curriculum has not been working as well as they want it to, they have improved it. In a few subjects, leaders' planning and monitoring are less well developed. Teachers do not know precisely which topics they need to regularly revisit. This means that pupils do not have a thorough grasp of the most important knowledge. Leaders have started working with subject leaders to identify the most important knowledge and when it needs to be revisited. They have also begun to establish clear systems for monitoring how well the curriculum is taught.

In most subjects, teachers use regular checks on pupils' understanding well. For example, in mathematics, leaders identified the need to embed pupils' arithmetic skills, and teachers have ensured that pupils have opportunities to do this. This helps pupils to achieve well. In some subjects, teachers do not use these checks as precisely. When this occurs, teachers do not identify where pupils have misconceptions. In these subjects, pupils have gaps in some essential knowledge and understanding that leaders and teachers have not identified.

Reading is a priority for the school. This starts in the early years. Children love listening to stories. Adults in the Nursery read stories to children with enthusiasm, to capture their interest in books. In Reception, children learn the sounds that letters

make and begin to blend sounds together to help them read. As pupils get older, they benefit from a well-thought-through reading programme. Teachers quickly identify pupils who find reading hard. These pupils have the support they need from well-trained staff to help them become more fluent and confident with reading.

The special educational needs coordinator works alongside staff to identify the needs of all pupils with special educational needs and/or disabilities (SEND). These pupils receive specific and targeted support when they need it. Teachers adapt lessons well for pupils with SEND so they can access the same curriculum as their peers.

Leaders have ensured that the wider curriculum, including assemblies, trips and visits, provide pupils with a rich experience in their personal development. Pupils talk enthusiastically about these opportunities which help them to understand about the wider world; the respect for people who are different to them and the importance of healthy lifestyles and relationships.

Pupils have numerous opportunities to be responsible, kind citizens in the school community. Children in the early years develop their independence and quickly become part of the whole school. Older pupils appreciate the opportunities to represent the school as school and eco-councillors. They take these responsibilities seriously.

Leaders have worked effectively with parents to improve the attendance of some pupils who were too regularly absent from school. However, there is still a small number of pupils whose attendance remains lower than it should. Leaders are developing a clear process and action plan to address this.

Governors hold leaders to account effectively. They have an accurate picture of what the school does well and what it needs to do better. Governors are fully involved in school development priorities, such as improvements to the provision in mathematics.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained and spot the signs that a pupil may be at risk of harm. They report concerns about pupils quickly. Leaders keep precise and accurate records of concerns raised, and actions taken. They take appropriate action in a timely manner, including getting additional support from external agencies.

The curriculum teaches pupils how to keep safe. This includes when they are online.

Leaders complete all required pre-employment checks on adults in the school. Governors hold leaders to account for safeguarding practices in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' planning and monitoring are less well developed in some areas of the curriculum. In these subjects, teachers are not revisiting specific content, or checking on pupils' learning well enough to ensure that pupils can apply their learning with increasing complexity. Leaders must ensure they identify the most important knowledge in each subject and when it will be taught and revisited. They must then get all teachers to use their checks on pupils' learning to identify where pupils' knowledge is less secure, and adapt their curriculum plans appropriately.
- There remain a minority of pupils whose attendance is too low. This has a negative impact on how well they are learning. Leaders must ensure they establish a systematic approach to supporting these pupils so that they attend and learn as well as their peers.

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](#)' 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	115314
Local authority	Essex
Inspection number	10212367
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	295
Appropriate authority	The governing body
Chair of governing body	Colin Steele
Headteacher	Christopher Joy
Website	www.engainesprimaryschool.co.uk
Date of previous inspection	13 and 14 July 2016, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in June 2022.
- There have been several changes to leaders and staff recently.
- The school runs breakfast and after-school care for pupils.
- The school runs a nursery on site.
- 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.

- 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.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art, physical education and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers,

spoke with pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to pupils read with a familiar member of staff.

- To evaluate the effectiveness of safeguarding, inspectors scrutinised safeguarding policies, the school's record of background checks of adults at the school, and a sample of child protection files. Inspectors also spoke with governors, leaders, the designated safeguarding lead and staff about safeguarding practices at the school.
- Inspectors held meetings with the headteacher, the deputy headteacher, the special educational needs coordinator, the inclusion manager, subject leaders, staff, governors, a representative from the local authority, and pupils.
- Inspectors reviewed a range of documents, including behaviour logs, bullying records, attendance records, pupil records, minutes of governing body meetings, governor monitoring reports, local authority monitoring reports, school development plans and school policies.
- There were 40 responses to the Ofsted online questionnaire, Ofsted Parent View, which were considered alongside 28 free-text responses. Inspectors spoke with parents as they arrived at school.
- There were no responses to Ofsted's questionnaire for pupils. Inspectors spoke with pupils throughout the inspection to gather their views.
- There were 32 responses to Ofsted's questionnaire for school staff. Inspectors also spoke with staff throughout the inspection to gather their views.

Inspection team

Michael Williams, lead inspector	His Majesty's Inspector
Michael Thomas	Ofsted Inspector
Hayley O'Dea	Ofsted Inspector

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