

Inspection of Laindon Park Primary School & Nursery

Church Hill, Laindon, Basildon, Essex SS15 5SE

Inspection dates: 2 and 3 February 2023

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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy learning and playing together at this small, friendly school. They are confident that everyone is welcome here. From the early years, children learn to share ideas and equipment. Older pupils proudly take on roles in the school to help each other and to care for the school environment.

Pupils understand and respect the rules and routines in place to keep them safe. They know that bullying is wrong. They say that it happens rarely and that teachers will always ensure it stops. Playtimes are energetic and fun. Adults lead activities such as dodgeball and a card collectors club so that pupils can follow their interests.

In lessons, pupils follow instructions and settle to the tasks set by their teachers. Occasionally, a few pupils lose concentration, but adults quickly spot this and help them to focus again. Pupils persevere when they find things tricky. They say that adults will help them when they need it.

Pupils enjoy the opportunities provided to extend their horizons. They enjoy a range of visitors, including theatre groups. The school council makes meaningful changes, such as saving leftover lunches. Pupils enjoy clubs, including archery. They show compassion for others by raising funds for local charities.

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

Leaders are ambitious for pupils to achieve well. The curriculum sets out clear learning goals for pupils as they move through the school. In most subjects, such as mathematics, teachers deliver the curriculum well. They check that pupils remember what they have been taught and introduce new ideas clearly. In these subjects, pupils develop their understanding of challenging ideas over time. They can apply these ideas well in new situations. In a few subjects, some teachers are not clear about the most important knowledge that pupils should learn, and do not check that pupils have secured this before moving on. When this happens, some pupils have gaps in their knowledge and achieve less well.

The curriculum for reading is clearly set out in small steps. In Nursery, children start to identify sounds in words. This provides the foundations for phonics in Reception and beyond. Pupils get plenty of opportunities to put their developing phonic skills into practice, supported by recent investment from the trust. Teachers regularly check how well pupils are learning to read. They put extra help in place for those who need to catch up. In the early years, children enjoy classic books and rhymes. As pupils move through the school, teachers introduce an ambitious selection of texts at story time. Pupils encounter a wide range of vocabulary in lessons, which helps them to tackle more challenging books.

Pupils with special educational needs and/or disabilities (SEND) join in lessons and breaktimes alongside their peers. Leaders identify pupils who need extra help and draw up careful plans. Most pupils get the help that they need to keep up with

learning. Pupils with the highest levels of SEND get well-thought-out, bespoke support from professionals beyond the school. This helps pupils and their families to understand what helps them with learning and behaviour and enables them to thrive in school. Leaders are developing their approach to ongoing monitoring and support for all pupils with SEND to ensure that targets and provision are quickly reviewed and adjusted when needed.

Routines for sensible behaviour start in the early years. As a result, pupils rise to the high standards that their teachers expect across the school. In class, they get on with their learning. Adults are quick to spot the few pupils who become distracted in lessons. They quickly remind them of their expectations and no learning time is lost.

Leaders provide extra opportunities to enrich the curriculum for pupils. Pupils learn to keep themselves healthy. From the early years, pupils learn about hygiene and healthy eating. Pupils learn to name and manage their feelings. They show kindness and consideration for the feelings of others. Older pupils take on roles such as 'problem-solver' and 'anti-bullying ambassador'. Pupils learn that it is ok to be different. They are tolerant and inclusive. Clubs such as 'dragon ball' enable pupils to develop their teamwork and talents.

Leaders engage thoughtfully with the school community. Parents are encouraged into school to learn about phonics. They are well supported when there are attendance concerns. Staff appreciate the guidance of leaders and the consideration shown for their workload and well-being. Governors and trustees are developing their systems to ensure that they have a full understanding of all aspects of the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff are trained to identify pupils in need of help or who may be at risk of harm. Staff report their concerns promptly.

Leaders secure the help that is needed for pupils. They work effectively with a range of external agencies and are persistent in following up concerns when needed. Pupils learn to stay safe online and outside of school. Systems exist to enable pupils to share any concerns with teachers.

Robust processes are in place to ensure that staff are safe to work with pupils. Governors regularly check that agreed policies for safeguarding are implemented.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, some teachers do not consistently ensure that pupils are secure with the most important learning, or use assessment information to adjust teaching. When this happens, tasks are not closely matched to pupils' needs, and some pupils do not secure new concepts. Leaders should ensure that, in these subjects, all staff have the expertise to teach the most important ideas clearly and to check that pupils have embedded these ideas before moving on, so that all pupils achieve well.
- Some systems to monitor and evaluate the effectiveness of the curriculum and provision for pupils with SEND are in the early stages of development. As a result, leaders do not always know what is and is not working well rapidly enough to make changes where needed. Leaders and those responsible for governance should put in place a systematic approach to evaluating and adjusting this provision across the school so that all areas of the curriculum are of an equally high standard.

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	145812
Local authority	Essex
Inspection number	10255144
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	Board of trustees
Chair of trust	Stewart Taylor
Headteacher	Cristina Portoles
Website	www.laindonparkprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Laindon Park Primary School & Nursery converted to become an academy in September 2018 as part of the Zenith Multi-Academy Trust. When its predecessor school, Laindon Park Primary School, was last inspected by Ofsted in May 2015, it was judged to be good.
- Leaders use one alternative off-site provision in conjunction with the multi-academy trust.
- Leaders provide before- and after-school care on site.

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.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, computing and geography. For each deep dive, inspectors discussed

the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors met with school leaders, including representatives of the local governing board and the trust.
- The inspectors scrutinised a range of documentation during the inspection, including school development plans, and safeguarding and behaviour records.
- The inspectors met with the designated safeguarding lead and other staff to discuss safeguarding.
- The inspectors considered 71 responses to the online survey, Ofsted Parent View, including 20 free-text comments. They also considered 11 responses to the staff survey and 15 responses to the pupil survey.
- The inspectors spoke to groups of pupils about their experiences of school life and their learning in lessons to understand what it is like to be a pupil at this school. They also observed the behaviour of pupils at breaktimes and around the school.

Inspection team

Lynne Williams, lead inspector

His Majesty's Inspector

Steve Woodley

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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 <http://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 2023