



# Nazeing Primary School

## Inspection Report

**Unique Reference Number** 114972  
**LEA** ESSEX LEA  
**Inspection number** 279487  
**Inspection dates** 13 June 2006 to 14 June 2006  
**Reporting inspector** Mr. Paul Cosway AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Hyde Mead
<b>School category</b>	Community		EN9 2HS
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01992 893344
<b>Number on roll</b>	250	<b>Fax number</b>	01992 893945
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs.Melanie Seymour
<b>Date of previous inspection</b>	13 November 2000	<b>Headteacher</b>	Miss. Cheryl Macleod

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 13 June 2006 - 14 June 2006	<b>Inspection number</b> 279487
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is an average sized primary school, with a standard admissions number of 45. This leads to some classes having children of different ages in them, for example, a combined Year 1 and 2 class. The school serves the village of Nazeing and rural areas nearby. The proportions of pupils with learning difficulties and disabilities, and those entitled to free school meals are close to average. Pupils are mostly of White British background and the school also educates small groups of children from Traveller communities. The school has been awarded Investors in People, Sportsmark and Healthy School status.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Inspectors agree with the school's judgement that its overall effectiveness is satisfactory and it gives satisfactory value for money. It is improving rapidly because of effective action taken by the leadership team. There are some good and outstanding aspects to the work of the school. Pupils' attainment on entry is close to average. Sound provision in the Foundation Stage ensures that almost all pupils reach the standards expected for their age by the time they reach Year 1 and progress is sound. Because children do not start school until the term in which they are five, those who start in the summer term miss a significant amount of the Early Years curriculum and these children do not always reach the levels expected by the time they move into Year 1. The quality of teaching and learning throughout the school is satisfactory overall, but there are some weaknesses. Satisfactory teaching up to Year 2 has led to levels of attainment that have varied slightly year by year, but have been close to average overall at the end of Year 2. In recent years, pupils have made satisfactory progress and reached standards close to or above average in the national tests at the end of Year 6. However, in 2005 pupils' performance in the national tests in English and mathematics was below average. Overall, progress was not as good as it should have been. The school was rightly disappointed with these results and throughout the current academic year has sought successfully to improve provision through Years 3 to 6. The quality of teaching for these older pupils has been inconsistent, ranging from outstanding to sometimes inadequate. It is becoming increasingly more consistent with lessons meeting at least satisfactory levels. The effective leadership and management of the headteacher and her senior team have brought about improvement. The reasons for the low results last year were identified. With help from the local authority, the teaching of writing and numeracy was revitalised. Pupils know their targets and are aware now of how to improve their work. Teachers monitor the short-term progress of their pupils carefully and intervene when pupils fall behind, but not all teachers have a secure understanding of how to use data to check whether their pupils are on track to achieve their full potential in the long term. This limits the school in its ability to ensure that all pupils progress as well as they might, particularly the more able. Achievement has improved this year and has returned to a satisfactory level. The school is on track to reach its challenging targets, having failed to do so last year by a wide margin. Currently, pupils are achieving satisfactorily in English and mathematics and standards in Year 6 are close to average. Good provision for science, physical education (PE) and information and communication technology (ICT) leads to pupils learning well and in these subjects standards are above average. The skills learned in such lessons, along with pupils' self-confidence and ability to work well as part of a team, are good preparation for their future economic well-being. The main reason for pupils responding so quickly to the greater challenges that have been set for them is their outstanding personal development. This has long been a strength of the school and is underpinned by the approach taken by the school leading to excellent provision in relation to spiritual, moral social and cultural development. Pupils are eager to learn, very well behaved and very respectful of their teachers. They love coming to school and want to do well. One Year 6 girl wrote that she was ashamed of

the standard of her work and her ambition is to reach level 5. Relationships through the school are excellent. There is almost no bullying or inappropriate behaviour of any kind. Attendance is satisfactory and improving. Pupils make an excellent contribution to their school community and wider community through the many responsibilities that they take with pride in school and, for example, work for charities. Parents value the school highly and many apply from out of the school's catchment area. They very much appreciate the way that the school helps their children to become confident and happy learners. The care and support offered to pupils is good. The school is a safe environment in which every child is valued and respected, including those from ethnic minorities and those with learning difficulties or disabilities. The curriculum is good, broad and enriched by a wide range of clubs and visits. Leadership is satisfactory overall, although some aspects are good. The headteacher manages people well and the way in which she involves parents is outstanding. The leadership team has overcome the staffing difficulties that were affecting pupils' progress in some classes last year. Staff morale is high and parents and governors are contributing well to school development. The governors work hard for the good of the school. Issues identified in the previous inspection have been addressed successfully and the school is well placed to continue to improve.

### **What the school should do to improve further**

- Ensure that teachers monitor pupils' progress more closely in relation to their targets to ensure that all are doing as well as they can. - Improve teaching quality by ensuring that assessments are used consistently to guide lesson planning and so provide sufficient challenge for more able pupils and support for those with learning difficulties.

## **Achievement and standards**

### **Grade: 3**

Overall, achievement and standards are satisfactory. The strengths are: - Children make satisfactory progress through the Foundation Stage and up to Year 2, reaching average standards in the national assessments for seven year-olds. - Currently, by the end of Year 6 standards are close to average in English and mathematics and above average in science, PE and ICT. - The school is on track to meet the challenging targets set for the end of Year 6 this year. - Most pupils, including those with learning difficulties and disabilities and those who are at the early stages of learning English, make sound progress. The weakness is: - Given the above average standards achieved in science, PE and ICT standards in other subjects, especially English and mathematics could be higher still.

## **Personal development and well-being**

### **Grade: 1**

The behaviour and attitudes of pupils are outstanding. The strengths are: - They love coming to school. - Pupils are mature, courteous and a pleasure to be with. Their behaviour is excellent in lessons, around the school and out on trips. - They are proud

of their school, their own achievements and talents. - They have very positive attitudes to work and strive to meet their targets. - Their spiritual, moral, social and cultural development is excellent. - The school has worked very effectively to bring historically low attendance rates up to average. - Pupils understand how to lead a safe and healthy life. They are particularly well involved in sport and physical activities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. The strengths are: - Some teaching is outstanding and highly motivating. - Teachers have excellent relationships with their pupils and manage them well. Consequently, pupils behave excellently and they work very hard, showing interest and enthusiasm. - Most teachers have good knowledge of their subjects, plan their lessons well and provide a good variety of tasks to keep the pupils involved and interested. - Most teachers use marking very well, especially in literacy and numeracy, to help pupils to improve their work. The weakness is: - In some lessons, teachers do not match the work to meet the needs of pupils with differing levels of ability. They are not sufficiently aware of their pupils' potential grades and so do not always have high enough expectations.

### **Curriculum and other activities**

#### **Grade: 2**

The school provides a good range of lessons and activities. The strengths are: - The management team has successfully introduced grouping by ability in Year 6 to improve achievement in mathematics and literacy. - In an effective move to raise writing standards teachers organise interesting activities and 'creative corners' to stimulate imaginative writing. - Pupils with learning difficulties and disabilities and those pupils with special gifts and talents are increasingly being given good opportunities to progress at their own pace. - Information and communication technology is now a valuable part of many lessons and is preparing the pupils well in skills they will need in life beyond school. - Pupils benefit from an extensive range of clubs, outings and visitors. The weakness is: - Some children who join the school in the Spring or Summer term in which they are five, miss significant elements of the curriculum. Consequently some do not meet the levels expected of them when they move to Year 1.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support are good. The strengths are: - Relationships in school are outstanding. - Individual needs are identified early and there are effective links with external agencies. - Child protection procedures are good. - Involving pupils in assessing their own performance is leading to them knowing their targets better and how they can improve their work. - Parents' views on the school are very positive. Pupils say

they enjoy coming to school and wouldn't change anything, saying, 'It's great here.' The weakness is: - Though teachers know pupils well, they are not tracking progress well enough from year to year.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. There are strengths in: - Inclusion; the way that every child and adult is valued and cared for. - Relationships with parents are outstanding; they are very involved in the work of the school and play a full part in their children's education. All the adults in the school are managed well and, along with the governors, work as an effective team, contributing well to school development. The weakness is: The school did not analyse its assessment information rigorously and act quickly enough to prevent a fall in results in 2005. Much improved use of assessment data is now in place at a whole-school level to try to ensure that it does not happen again, although it is not yet embedded in the school's work. The school is now better placed to improve.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for all the help you gave to the inspectors when we visited your school. You were all very polite, happy, friendly and helpful. You are very proud of your school and we could see why. These are the things we thought were good or excellent: - We think you work hard and want to do well. You respect and like the adults in school and they like and respect you. - Your behaviour is excellent and you are all very kind and helpful to each other. - You enjoy school and we think you do some interesting work. You feel well cared for and safe. - You have a very good range of clubs, teams, visits and visitors. - Your headteacher, the deputy headteacher and all the staff are improving the school to make it an even better place for you. We have suggested something that will help make the school even better: - We think some of you could learn even more. We want your teachers to make sure that you make better progress between Year 2 and Year 6 so that you finish up with the best grades you can by the end of your time at this school.