

# Nayland Primary School

## Inspection report

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<b>Unique Reference Number</b>	124543
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	328161
<b>Inspection date</b>	25 September 2008
<b>Reporting inspector</b>	Ruth Frith

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	139
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	21
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Alan Bramhald
<b>Headteacher</b>	Miss Raegan Delaney
<b>Date of previous school inspection</b>	26 September 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Bear Street Nayland Colchester Essex CO6 4HY
<b>Telephone number</b>	01206 262348
<b>Fax number</b>	01206 264115

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- the school's efforts to improve achievement in Years 3 and 4 in writing and mathematics, particularly for boys and those who find learning difficult
- how staff ensure that pupils are clear about what they do well and how they can improve
- how staff and governors monitor and evaluate the success of their work.

The inspector gathered evidence from the school's self-evaluation form, lesson observations, discussions with staff, governors and pupils, pupils' work, information that the school keeps on how well pupils are doing, the school development plan and an analysis of the parents' questionnaire responses. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Nayland Primary is smaller than many primary schools. Most pupils come from the village in which it is situated and the surrounding area. A few travel from the outskirts of Colchester. The percentage of pupils receiving free school meals is well below the national average. Many children enter school with attainment that is similar to that usually seen in children of this age and for some it is above. Most start school in the Early Years Foundation Stage (EYFS) Nursery and then move into Reception. The percentage of pupils with learning difficulties and/or disabilities is well below average, as is the proportion with a statement of special educational need. Most pupils are White British. There are four bilingual pupils in the school.

There is a playgroup as well as before-school, lunchtime and after-school clubs on site. This provision is not managed by the school's governing body and is inspected separately.

The school has received Eco-Schools bronze status, the sport Activemark and Healthy Schools accreditation in recognition of its work.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school where the vibrant, friendly and supportive environment helps pupils flourish. They make excellent progress so that by the time they leave school at the end of Year 4, standards are high. It is clear that pupils, staff, parents and governors thoroughly enjoy being part of the school community.

The school's success stems from the inspirational leadership of the headteacher, which is clearly focused on developing the pupils as learners and promoting their personal growth. Comments from parents such as 'Nayland is a great school with a fantastic learning atmosphere', reflect this well. The headteacher shows outstanding commitment to the pupils and their families and, together with very effective support from the assistant headteacher, is instrumental in creating an exciting and imaginative place in which to learn. An exceptional lead is given to colleagues who, in turn, work as a strong team, sharing her sense of purpose and vision for the school. They are fully committed to Nayland Primary and staff morale is very high. Staff take on management responsibilities very successfully. They are encouraged to be innovative in the way they encourage better learning, teaching and high standards. There are particularly good systems for checking how well the school is doing and identifying what it could do better. These reflect the school's consistent drive for improvement and indicate that the school has excellent capacity to improve further. Senior managers have exceptionally high aspirations and expectations of what pupils can achieve. Governors are knowledgeable about the school and this gives them the confidence to ask questions about standards and pupils' progress and learning. Their role within school is developing well. Leadership and management are outstanding.

Pupils achieve exceptionally well because teaching is excellent and they respond enthusiastically to the challenges set. Staff are particularly effective in creating a relaxed but challenging learning environment where pupils are expected to do their best. They are clear about what they want pupils to learn, and very effective assessment and recording procedures ensure that work is matched well to pupils' needs. Because of this, pupils have a highly developed knowledge of themselves as learners, become confident and want to do well. As one young pupil stated, 'I never want to stop learning', and in response to this another said, 'We never will because we ARE learners'. Lessons move at a sharp pace and ensure that all are involved. The very effective team of adults, including teachers, support staff and volunteers ensure all achieve the best they can. Those who have a particular talent, or can work at a higher level than most, are challenged very well so also make excellent progress.

The creatively designed curriculum is outstanding and makes a very positive contribution to pupils' personal development and learning. There is a buzz of excitement and activity in classes as pupils rise to the challenges set. Staff have found that pupils do particularly well when learning is centred around a specific theme or topic. This helps them to develop their skills across all subjects and makes learning more relevant. Staff are now at the stage to expand this element of the curriculum even further.

Pupils' personal development and well-being are outstanding. The strong school ethos creates an environment where pupils thoroughly enjoy learning. They arrive in the morning keen to start the day. Attendance is high. Pupils' spiritual, moral, social and cultural development is of an exceptionally high standard. They develop a keen spiritual awareness through many areas of study, through learning in the school's forest area and thinking about themselves and their

place within the world. Pupils learn what is expected of them through their day-to-day interaction with staff and this results in excellent behaviour and relationships. The school is a harmonious community because staff show respect to pupils which, in turn, develops pupils' high self-esteem and respect for others. Pupils' contribution to the school and wider communities is excellent. Pupils know their ideas are taken seriously and are constantly suggesting ways to improve the school or help others. They have an excellent understanding of how to adopt a healthy lifestyle through regular exercise and eating a range of food. They also develop excellent personal safety awareness, and understanding of their roles and responsibilities in the wider community.

Pastoral care and academic guidance are excellent. The exceptionally effective systems to check how well pupils are doing, and a thorough analysis of their work, highlight the next focus for the school in order to maintain high standards. Recent successful work has narrowed the gap between Year 3 and 4 boys' and girls' achievements in writing and mathematics, and improved the rate of progress for those who find learning difficult. Pupils are very clear about how to improve their work and learning and benefit greatly from the support and guidance given in lessons, through comments in their books and the use of targets for the next steps in their learning. They are very well prepared for their next stage of schooling and beyond.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children's development in Nursery and Reception is impressive and gains in learning are excellent. Very effective links are made with the playgroups and parents and welfare provision is excellent so children settle very well into school. Teaching and learning are excellent. Through good observations and discussion, staff recognise children's needs quickly and ensure that activities excite them and quickly develop their love of learning. This is reflected in many of the parents' comments, 'He loves learning and keeps telling us he is a powerful learner' and 'My daughter's reception year was a joyous time and a wonderful start to her education'. The curriculum focuses particularly well on children's personal, social and emotional development, together with learning through exploration and enquiry. Excellent achievement in these areas helps children's learning throughout. They become confident and happily work and play with others. Staff also focus exceptionally well on developing children's communication skills by widening their use of language and ensuring that all have plenty of opportunity to put forward their ideas. Very good organisation and links between the Nursery, Reception and Year 1 ensure a strong continuity of learning. Because of excellent provision, many children reach levels above those expected for their age by Year 1. Provision reflects excellent leadership and management.

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

- Expand the development of the thematic curriculum by extending the links between subjects.

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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

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

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

26 September 2008

Dear Children

Inspection of Nayland Primary School, Nayland, Essex CO6 4HY

You may remember that I recently visited your school to talk to you about what you do and what you learn. Thank you for making me feel so welcome. You and your parents said that you go to a very good school and I agree. I think Nayland School is excellent. I really enjoyed my visit and if you read on further you will see some of the things I found out.

- You love learning, try very hard and make excellent progress. Consequently, by the time you leave school, you reach standards that are well above those I often see in Year 4.
- You thoroughly enjoy school and nearly all of you attend regularly and arrive on time. Well done! Try to keep this up so you do not miss any lessons and valuable learning.
- You behave exceptionally well, get on with each other and make good friends.
- You contribute a great deal to the school and wider community. Thank you to those of you who met with me at lunchtime. You represented the views of others very well.
- Staff are all very keen to do the best they can for you. Teaching is exceptionally good and those of you who find learning difficult do very well because of the extra help you get.

Miss Delaney manages and leads the school exceptionally well and staff and governors give her lots of help. They have agreed that they will develop the curriculum even further by making more links between subjects so your learning always makes a lot of sense and you can use all your skills within the same topic you are studying. I know you will respond well to their efforts because you really like this way of learning. I am sure you will all continue to try hard and do your best.

I left your school with many fond memories and wish you all well.

Yours sincerely

Ruth Frith

Lead inspector