

Inspection of a good school: Nazeing Primary School

Hyde Mead, Nazeing, Waltham Abbey, Essex, EN9 2HS

Inspection dates: 18 and 19 July 2023

Outcome

Nazeing Primary School continues to be a good school.

What is it like to attend this school?

Pupils are very proud of their school. They speak confidently about the school's values and do their best to be "terrific". This is shown by how they treat each other and adults, and how hard they work in lessons.

Pupils feel safe. They say that bullying is very rare and that they usually can study in lessons without disruption. They say that on the few occasions that any problems occur, teachers make them stop.

There are many opportunities for pupils to develop their confidence and interests. The school council and varied ambassador roles help develop their leadership skills. Older pupils regularly support younger pupils with their work and well-being. There are many clubs and frequent opportunities for pupils to take part in musical productions and sporting competitions.

Pupils follow a broad curriculum. They like how teachers have consistent expectations in lessons. They value how teachers make learning active and enjoyable, whenever possible, to help them remember important knowledge. Visitors regularly come into school to enhance the curriculum. These cover a vast range; from Bollywood dancers to sports coaches and spoken word poets.

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

Leaders have thought carefully about what pupils need to know. They have planned the curriculum to help them build and remember knowledge over time. Topics are broken down into small chunks and links are made between new and previous knowledge. Key vocabulary is identified and taught. This helps pupils know and remember more.

Teachers usually know their subjects very well. They use their knowledge to plan and teach tasks well matched to pupils' needs. They regularly check how much pupils know. They adapt their teaching to close any gaps in pupils' knowledge. Pupils get frequent

feedback on how they are doing. They act upon it to improve their work. Pupils get many chances to talk about their learning. For example, they are expected to use mathematical language and vocabulary. A few staff, however, are not fully confident and secure in their subject knowledge. The tasks they set do not always match pupils' needs. They do not use subject language and vocabulary precisely to deepen pupils' knowledge.

Pupils are eager to read and do so widely. Reading is constantly promoted and celebrated by staff. Staff reward those who read often. They support less keen readers and give them opportunities to read more. Much work has been done to develop pupils' comprehension of different texts. Staff identify weaker readers rapidly, and give them support. Many pupils become more fluent and accurate readers as a result. Sometimes teaching and support for younger pupils is not precisely matched to what pupils need. Therefore some pupils do not make the progress in reading that they should.

Children in Reception gain a solid foundation for their future learning. They develop a solid grasp of number, which they apply to different tasks such as measuring sunflowers that they grow. Leaders plan carefully to ensure children take part in a full range of activities. They collect lollipop sticks over the course of a week for doing so and are rewarded for this. Children in Reception become increasingly confident and independent.

Leaders and staff expect pupils to behave well. If pupils do not meet these expectations, leaders and staff explain why that behaviour is not appropriate and they support pupils to improve. Pupils are friendly, tolerant and supportive of each other.

The school's personal, social and health education (PSHE) curriculum teaches pupils how to look after their physical and mental health, and how to be good citizens. Pupils learn about different cultures, lifestyles and faiths, and are well prepared for life in modern Britain.

Staff make sure that all pupils, including those with special educational needs and/or disabilities (SEND), take part in the full range of subjects and extra-curricular opportunities. Staff know their pupils' needs well and usually adapt their teaching, when necessary, to ensure that they can access the curriculum. Pupils of all abilities are encouraged to take part in a range of sporting competitions. Leaders help disadvantaged pupils to attend trips and clubs.

Governors challenge and support leaders to continue to improve the school. They visit the school regularly to check on safeguarding and how well different subjects are taught. Leaders and governors speak regularly to parents and provide opportunities for them to come into school, such as to hear their children read.

Leaders support staff with their well-being and their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders carry out the required checks on adults who wish to work with children.

All staff know how to report concerns. They receive regular training and updates from leaders on any issues affecting pupils. They know their pupils well and check on their well-being.

Leaders identify and follow up concerns swiftly. They work closely with local services to provide help for pupils and families.

Pupils know what to do if they are worried or feel unsafe. They learn how to keep themselves safe, for example, they know the importance of protecting both your personal identity online, and your and others' personal space.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff lack the confidence and knowledge to deliver the curriculum as well as leaders intend. As a result, some pupils do not make the progress that they should, including in learning to read. Leaders should provide training and support to ensure that all staff have the skills and knowledge to deliver the curriculum consistently and confidently.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2014.

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	114972
Local authority	Essex
Inspection number	10288440
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	258
Appropriate authority	The governing body
Chair of governing body	Hannah Stolton
Headteacher	Jane Pomfret
Website	www.nazeing.essex.sch.uk/
Date of previous inspection	8 February 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- The school teaches pupils in key stages 1 and 2 in mixed year group classes.

Information about this inspection

- This was the first routine inspection the school received since the COVID 19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in his evaluation of the school.
- The inspector held meetings with the executive headteacher, senior leaders, subject leaders and the special educational needs and/or disabilities coordinator.
- Deep dives were carried out in three subjects: early reading, mathematics and physical education. For each deep dive, the inspector met 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 inspector heard pupils read.
- The inspector spoke with the local authority school improvement partner.
- The inspector met with members of the governing body.

- The inspector observed pupils' behaviour in lessons and at other times around school. He met with groups of pupils.
- A series of meetings with leaders and pupils were held by the inspector to discuss the school's safeguarding arrangements. The inspector scrutinised a range of records relating to safeguarding, behaviour and attendance.
- The inspector considered the 38 responses and 21 free-text responses received during the inspection to Ofsted's online survey, Ofsted Parent View. He also considered the 31 responses to Ofsted's staff survey and the 67 responses to Ofsted's pupil survey. The inspector also spoke to parents at the school gate.

Inspection team

Steve Woodley, lead inspector

His Majesty's Inspector

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