

Inspection of a school judged good for overall effectiveness before September 2024: Nayland Primary School

Bear Street, Nayland, Nr Colchester, Suffolk CO6 4HZ

Inspection dates:

25 and 26 March 2025

Outcome

Nayland Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Nayland Primary School is a nurturing and exciting place to learn. Pupils flourish in this warm and caring community. They love their school and are very happy. Pupils are safe. Staff have pupils' well-being at the forefront of their minds. Pupils behave impeccably well. They are polite and respectful, showing care and respect for one another.

The school has high expectations for pupils' achievements. Pupils are enthusiastic about their learning and are keen to do their best. They participate with enthusiasm in lessons and attend regularly. This means pupils achieve well across the curriculum.

Learning about respect for diversity and acceptance of difference permeates through the curriculum. For example, pupils learn about Paralympians as part of their lessons in history. They talk confidently about celebrating differences and are clear that everyone is welcome at Nayland.

Pupils appreciate the significant extra-curricular opportunities on offer to them. They learn new sporting skills through participation in a number of clubs. They then use these when representing the school in sporting competitions. Pupils gain a rich set of new skills and talents, including in music where they all get the chance to learn an instrument. A range of trips and visits enhances their cultural knowledge.

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

The school has developed an ambitious curriculum which engages and inspires pupils. It breaks complex ideas down into manageable chunks. Consequently, pupils achieve well. The school's approach provides pupils with regular opportunities to apply their knowledge across different subjects. These meaningful links within subjects help pupils to deepen

their understanding. Pupils acquire subject-specific vocabulary, which they use to explain their learning.

Children in Reception work cooperatively with one another in the well-resourced and creative environment. They are guided to develop high levels of engagement and independence. These positive learning behaviours set children up well for their journey through school.

Teachers' subject knowledge is secure. They present information clearly. Recently, the school reviewed a few areas of the curriculum to identify the most important knowledge pupils need to know. Staff are still getting to grips with these changes. Teachers do not consistently make checks on whether pupils remember what they are taught. As a result, pupils are not always secure in the prior knowledge that they need to help them to learn new subject content. When this happens, pupils do not learn as well as they could.

The early reading curriculum is well established. Teachers receive appropriate training to allow them to deliver the phonics programme effectively. From Reception, pupils enjoy learning the skills and knowledge they need to become fluent readers. Teachers are swift to spot any pupils who may be falling behind with their reading. Staff help these pupils to catch up quickly. Reading is an integral part of school life, and pupils speak enthusiastically about their books, the library and the reading they enjoy.

The school has a small but increasing number of pupils with special educational needs and/or disabilities (SEND). These pupils are identified quickly and benefit from high-quality teaching and activities that are well matched to their needs. Staff make successful adaptations to their teaching. Consequently, pupils with SEND achieve well from their different starting points.

Starting in Reception, pupils are taught quickly routines and appropriate behaviours. Pupils meet these high expectations because they are so consistently embedded within the school culture. As a result, behaviour is exemplary, and learning is rarely disrupted.

Enriching pupils' personal development is a priority of the school and something at which it excels. Exciting trips and visits, which are highly relevant to what pupils are learning, are carefully planned into the curriculum. These include trips to London, a castle and the church. Pupils enjoy roles of responsibility, such as school council and club leaders. The school helps pupils develop into global citizens. The eco-council, for example, is proud of its work to decrease the school's carbon footprint. Pupils in Year 6 choreograph and lead the daily whole-school dance at the end of each lunchtime. This helps them to learn about responsibility and teamwork. Visits to the local care home enable pupils to have a positive presence in the community.

From Reception, pupils learn about the important contributions of different people in society. The school teaches pupils to act on their opinions with respect and to influence change in the world around them. As a result, pupils have a sophisticated understanding of acceptance, difference and tolerance for their age.

The local governing board support the school well to deliver its vision. They provide appropriate challenge and support to the school, which helps to ensure continued school improvement. Staff are extremely proud and positive to be part of the team. Leaders place high importance on managing staff workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, where recent changes have been made, teachers do not check that pupils have remembered important concepts well enough. As a result, some pupils have gaps in their knowledge. They do not build a deep and detailed understanding of the content of the curriculum in these few subjects. The school should provide teachers with the skills and knowledge to implement the new curriculum so that pupils achieve highly in all subjects.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 first ungraded inspection since we judged the school to be good for overall effectiveness in October 2019.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked-after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	124543
Local authority	Suffolk
Inspection number	10345257
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair of governing body	Teresa Moriarty
Headteacher	Reagan Delaney and Katie Coburn (co-headteachers)
Website	www.naylandschool.com
Dates of previous inspection	29 and 30 October 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation of the school.
- The inspector met with the co-headteachers and subject leaders, all teachers, other staff and pupils. They also met with members of the governing body, including the chair, and a representative of the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector reviewed attendance records and observed pupils' behaviour around the school site.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered responses to the online parent survey, Ofsted Parent View, including free-text comments. They also reviewed responses to Ofsted's staff survey. There were no responses to Ofsted's pupil survey.

Inspection team

Nichola Pickford, lead inspector

Ofsted Inspector

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