

Nanaksar Primary School

Springfield Road, Hayes, UB4 0LT

Inspection dates 24–25 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Good 2
Leadership and management	Good	2
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Leaders, including governors, have quickly secured good and some excellent performance in key aspects of the school’s work.
- Senior leaders are adept in making sure that the quality of teaching and pupils’ achievement continues to improve in most areas. The collaborative work across the trust contributes to this.
- Governors and trustees are very well informed about the school’s performance. They are fully involved in making sure that the school continues to improve rapidly in most key areas of the school’s work.
- Teaching is good, and sometimes outstanding, in Year 1. Teachers plan relevant and exciting activities. Pupils make rapid progress in reading and writing. They make good progress in mathematics.
- Children and pupils behave exceptionally well. Their enthusiasm and motivation are fundamental to their academic achievement.
- Children in the Early Years Foundation Stage make outstanding progress, especially in their language and communication skills, literacy skills and personal development. They are exceptionally well prepared for learning in Year 1.
- Children and pupils are kept safe. Parents are confident that the school keeps their children safe.
- The school is proud to serve the Sikh community in which it is located. Equally, it embraces and celebrates diversity in all forms, including different religions, faiths and cultures.
- The school promotes pupils’ spiritual, moral, social and cultural development remarkably well. Pupils are very well prepared for life in modern Britain.

It is not yet an outstanding school because

- Teaching in mathematics is not outstanding. Pupils do not make rapid progress in this subject.
- Teachers have not had specific training and support to help them to teach mathematics as effectively as they do in reading and writing.
- Leadership in mathematics is not as strong as it is in English.

Information about this inspection

- Inspectors observed the quality of teaching and learning in all eight classes. Some of these were jointly observed with the assistant headteacher. A work scrutiny and learning walk were also conducted to gather further information about the school's work.
- Inspectors took account of the views of parents, including the 37 responses to the online Parent View questionnaire. Informal discussions were held with parents. Inspectors considered the views of staff, expressed in 30 inspection questionnaires.
- Meetings were held with pupils, the Chair of the Trust, who is also the Chair of the Governing Body, and two governors, the executive principal, the assistant headteacher and middle leaders. In addition, a meeting was held with the school's external educational consultant.
- Inspectors examined information on pupils' progress and the work of a randomly selected group of pupils, including those who are supported by additional government funding. They also looked at records of learning of children in the Reception, and listened to pupils read. Other school documentation which was considered included the school's own evaluation of its effectiveness, development planning, the minutes of governors' meetings and information on pupils' achievement. Behaviour logs, policies and information relating to child protection and safeguarding, were also scrutinised.

Inspection team

Mary Hinds, Lead inspector

Her Majesty's Inspector

Raphael Moss

Additional Inspector

Full report

Information about this school

- Nanaksar Free School is a small primary school. It opened in September 2013 with an intake of 114 Reception-aged children in four Reception classes. In September 2014, a further 101 Reception children started. The school will continue to grow to the full primary age range, catering for pupils aged 4–11 years. The school is over-subscribed, as there is a shortage of primary places in the local community.
- The school is part of a multi-academy trust, which comprises an all-through primary and secondary school, Guru Nanak Sikh Academy, together with Nanaskar Primary. The academy is a teaching school. The board of directors of the trust oversee the work of both schools. The two schools have separate governing bodies. The majority of the trustees are also members of the governing body.
- Senior leaders from both schools work closely to set the trust's priorities and to secure improvements across both schools. Classrooms are located on the same campus as Guru Nanak Sikh Academy. They share some of the academy's facilities, including the gurdwara for assemblies and the hall for lunches. The school has a separate playground and its own unique school uniform. The Year 1 classes are currently taught in temporary accommodation.
- Most pupils are of Indian heritage. The remaining pupils come from a wide variety of other ethnic groups. Almost all pupils speak English as an additional language. Most pupils speak Punjabi at home, and a small minority speak Arabic, Gujarati, Hindi or Nepalese. Approximately half the children are in the early stages of learning English when they enter Reception.
- The proportion of disabled pupils and those with special educational needs is well below average.
- The proportion of pupils who are known to be eligible for the pupil premium, which is additional government funding provided for pupils known to be eligible for free school meals and looked after children, is well below average.
- Currently, the leadership team consists of an executive principal of the multi-academy trust and an assistant headteacher. Middle leaders consist of year group leaders for early years and Year 1 and subject coordinators. Further staffing appointments, including leadership posts, will be made as the number of pupils increases.
- The school's aim is to build a strong school community based on the principles of Sikhism, honesty, hard work and service to others. These principles underpin the trust's values, which are service to others, humility, achievement, respect and equality.

What does the school need to do to improve further?

- Make sure mathematics teaching is outstanding in Year 1 so that progress is as rapid as it is in reading and writing, by ensuring that :
 - pupils have more opportunities to use and apply their calculation skills in mathematics and in other subjects
 - pupils are given work which secures a fast pace of learning and which always challenges their thinking
 - targets always take into account pupils' starting points
 - staff are provided with tailored support and training in the teaching of mathematics
 - leadership in mathematics is as effective as it is in English.

Inspection judgements

The leadership and management are good

- The executive principal and the assistant headteacher are determined to make sure that the school provides the very best for all pupils, educationally and personally. Staff share their high expectations and they too champion the individual needs and rights of every pupil.
 - Senior leaders from both schools work together to secure improvements across the trust and for each individual school. They identify shared priorities, plan, implement and evaluate the impact of their work together. This shared leadership structure results in a good capacity to secure further improvements rapidly.
 - Leaders, including most middle leaders are keenly focused on checking the impact of the quality of teaching and support. Regular meetings make sure that children and pupils remain on track to make outstanding progress in literacy. However, leadership of mathematics is not as strong and is a key reason why leadership and management are not outstanding. Senior leaders know that this is their next priority.
 - Leaders and teachers identify what is working well in literacy, and what needs be adapted to boost progress further. Leaders undertake regular learning walks, scrutinise pupils' books and observe lessons. This secures equality of opportunity for every pupil. Likewise, the strong promotion of respect, tolerance, humility and harmony completely eliminates any form of discrimination.
 - Staff work exceptionally well as a team. The positive and nurturing culture created by leaders promotes a strong learning community where most leaders and teachers are confident and willing to reflect on their own practice. Staff support each other. Teachers and learning support assistants plan together and across year groups.
 - The assistant headteacher makes an invaluable contribution to improving the quality of teaching. She is an outstanding role model and mentor for all staff. Most leaders, including middle leaders, regularly coach and support teachers in their year groups. This is particularly so in literacy and in the early years.
 - The school uses the expertise of the trust, which is a teaching school. Professional development is often shared, as is the opportunity to observe outstanding practice. This collaborative approach secures 'cross-fertilisation' of effective practice across the trust.
 - Performance management is rigorous. It is well focused on strengthening individual teachers' practice and ensuring that the school's priorities are met, as evidenced in the outstanding literacy and early years outcomes. Nonetheless, there has not been an in-depth review of teachers' mathematical strengths and weaknesses.
 - The curriculum promotes pupils' love of learning. It covers a broad range of subjects with an international dimension where pupils learn about different countries, religious beliefs and customs. There are many extra-curricular activities, including clubs and workshops for parents.
 - The school fosters pupils' spiritual, moral, social and cultural development exceptionally well. Fundamental British values are actively promoted. The school community is culturally diverse, and acceptance of differences is the norm. Staff are adept at finding the right balance between respecting individual cultures and promoting Britain as the society in which pupils live. Pupils learn about the British monarchy. They write about the recent royal birth and that 'The Queen lives in a house in London'. Pupils are well prepared for life in modern Britain.
 - The school uses the pupil premium funding well to support disadvantaged pupils. The numerous interventions and booster sessions, both in school and at home, help these pupils to make the same progress as others.
 - The school makes effective use of its primary physical education and sport premium to increase pupils' physical skills and improve their health and well-being. Coaches team-teach with teachers to increase their confidence and skills in teaching the subject. Pupils enjoy all sporting activities.
- **The governance of the school:**
- Governors share the same high expectations as leaders and staff. They are determined to maximise the impact of their work, and continually evaluate how effective they are. As a consequence, the structure of the governing body is currently being reviewed, which will result in one governing body for both schools, with committees overseeing the work of the trust in September 2015.
 - Governors hold senior leaders to account for their work. They systematically check how well the school is performing because they are well informed about the school's performance. Leaders report regularly to them via informal updates and reports, including how well pupils are progressing and the quality of teaching. They gather their own first-hand information through focused visits to assess how much progress is being made towards the school's priorities. They ask searching questions. As a result, they

know precisely the school's strengths and areas for improvement. Some of this information is used to make decisions about performance and pay.

- Governors keep a close eye on the school's budget and, in particular, how pupil premium funding is being used to support eligible pupils' progress and how sports funding is promoting pupils' increased participation in sport.
- The governing body ensures that statutory requirements are met, particularly regarding the safeguarding of pupils. They provide much-needed support. For example, they have removed much of the burden from leaders about on-going premises' issues so that leaders are able to concentrate on the school's core business of educating the pupils.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Pupils behave exceptionally well. Adults put the school's values into practice. Pupils behave with humility and respect. There is a strong sense of responsibility to take care of one another. As a consequence, children and pupils quickly learn to behave as well as adults. This underpins pupils' exemplary behaviour and conduct.
- The school is harmonious and calm. Children and pupils are given many opportunities to reflect on their work and their behaviour, both in class and in assemblies. There is a sense of wonder as the pupils listen carefully and join in with prayers and singing in the gurdwara. Pupils are taught about all the main religions of the world. They display a natural respect and genuine appreciation for those who have different faiths and cultures. Diversity is celebrated.
- Pupils are extremely proud of their school. They take pride in their own and their friends' efforts, and achievements, particularly in the celebration assemblies. Work in books is neatly presented. Even the very youngest children have well-formed handwriting. They carefully make sure that there are finger spaces between the words.
- Pupils respond well to teaching. Their positive and enthusiastic attitudes to learning are a significant factor in their good and often outstanding achievement. There is almost always a tangible air of excitement and interest in the work set. Adults are sensitive to the individual pupils' interests, which captures and sustains pupils' focus and concentration. Pupils willingly work and help one another, in their work and play.
- Children and pupils have many opportunities to take responsibility. Even the youngest children relish their roles as school councillors and confidently consult and share their views with school leaders.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils' safety and welfare are central to the school's work. Pupils say there is no bullying. They are acutely aware that it is wrong to be unkind to others. They are taught what it means to be a good friend in class. Teachers nominate who they feel is the kindest pupil in their class, who are presented with their 'VIP' (very important person) awards in assemblies.
- Pupils know how to assess personal risk. For example, they have lessons on how to stay safe when outside of school, including learning about road safety, and how to keep safe when using computers.
- The small number of pupils with emotional or behavioural issues are supported carefully throughout lessons and via play therapy sessions. This promotes positive feelings about themselves.
- The school works closely with external agencies to make sure that the safeguarding of pupils and families in need are effective. As a result of excellent relationships, parents are confident in the school's work to secure the right level of expertise to ensure that their children succeed.
- Policies and procedures for keeping pupils safe are robust and regularly checked to make sure they are having a positive effect. Staff are knowledgeable and well informed because of the high quality training they receive.
- All appropriate checks are made on adults who work with pupils. Senior staff and governors ensure that safeguarding training for all staff is up to date. There is a strong culture of caring and watching out for signs of concern by all staff.

The quality of teaching is good

- Teachers have good subject knowledge, particularly in English. They model learning, including speaking in Standard English. They show pupils what they are going to learn and follow this up with clear guidance on what steps pupils will need to take in order to succeed.
- Teachers and learning support assistants are skilled in questioning pupils to check their understanding. They systematically encourage pupils to talk about and explain their learning. Pupils respond well and are encouraged to complete their tasks with enjoyment and high levels of motivation.
- Activities are planned well to make sure that all groups of pupils are suitably challenged. In writing, teachers make sure that all ability groups have work which builds systematically on what pupils know and are able to do. Pupils write in different subjects, which helps to develop their creativity as well as to practise and extend their excellent spelling, punctuation and grammar skills. Every opportunity is taken to raise the profile of what constitutes an effective writer, including literacy 'superheroes' displays in every classroom.
- In mathematics, teachers set pupils tasks which often include challenging calculation problems. However, too often, all ability groups complete the same work, with little time left for the most-able pupils to complete work which makes them think hard about their learning. Similarly, teachers sometimes do not seize opportunities for pupils to use and apply their calculation skills in mathematics and in other subjects. This prevents some pupils from deciding what strategy would be the most effective to solve a problem, or to develop their mathematical reasoning and fluency.
- Daily phonics teaching (the sounds that letters make) secures confident and accurate readers in both Reception and in Year 1. Pupils love reading and use their knowledge of phonics well to read unfamiliar words.
- Pupils who need additional support have interventions and booster sessions throughout the day, led by learning support assistants. The impact of this work is carefully reviewed to maximise learning and progress. It is particularly successful in developing pupils' literacy skills. The school provides a myriad of workshops for parents and makes sure that they are well informed about their child's learning and progress so that they can help their child at home.
- Homework is set for children and pupils. This provides opportunities for pupils to practise what they have learnt in school as well as activities to stretch most-able pupils' writing. For example, being a 'junior journalist' which encourages pupils to use their research skills.

The achievement of pupils

is good

- When children start Reception, their skills are below those expected for their age. They make rapid progress, particularly in their communication and language skills, as well as in their personal development.
- The school has been meticulous in making sure that assessments are accurate. Teachers regularly moderate assessments both in-school and across the trust, as well as externally with another local primary school. Inspectors checked the accuracy of these assessments against the work in pupils' books, work displayed in classrooms (progress boards outlining writing progression), and the progress pupils make in lessons.
- This information confirms that all groups of pupils in Year 1 make good progress overall. However, their progress in literacy is outstanding. Pupils are articulate and speak English fluently. They read and write at levels which are often well above national expectations. The school's information indicates that this year, most pupils in Year 1 are likely to achieve the expected level in the phonics check.
- The emphasis on next steps via blue marking encourages pupils to respond in detail to teachers' feedback. Pupils have a sophisticated understanding of how they can improve their work. This is particularly obvious in writing, where the whole-school approach to marking is consistently applied successfully.
- However, all the evidence gathered by inspectors established that most pupils do not make as much progress in mathematics as they do in literacy. Although there is a good emphasis on developing pupils' computational skills, there are too few opportunities for pupils to use and apply these in a range of relevant and real-life situations, both in mathematics and in other subjects. Pupils are not set challenging enough targets.
- Most-able pupils make outstanding progress in reading and writing. Teachers plan well to make sure that they are challenged to work and think hard about their learning. Nonetheless, their progress is not as rapid in mathematics.
- Disabled pupils and those with special educational needs, as well as those who find learning difficult, make similar progress to all other pupils. Their progress is more rapid in literacy but slower in mathematics. The school checks their progress meticulously and gives pupils the support they need. However, their targets

are not sufficiently challenging enough to make sure that they make accelerated progress in mathematics.

- Disadvantaged pupils make as much progress as their peers. There are no differences between their achievements compared with those of all other pupils in the school. As a result, their attainment is the same as that of all pupils in reading, writing and mathematics.

The early years provision

is outstanding

- Children's starting points are well below those typical for their age. This is particularly so in communication and language. In 2014, more children than average reached at least typical levels for their age in all areas of learning by the end of Reception. The gap between children's language and literacy skills and all other areas of learning was closed. Indeed, almost every child achieved at least the expected level in communication and language.
- The school's information indicates that in 2015, more children, approximately four out of five, have achieved a good level of development. The proportion of children achieving the expected level in writing is similar to that in reading. The school again has closed the gap with writing, which in 2014 lagged behind reading. The school's concerted effort to raise achievement in all aspects of literacy has been highly successful.
- Most-able children achieve as well as all other groups. The proportion of children achieving very well this year has doubled, with one-third of children exceeding the expected level in 2015 in reading, writing and number.
- From the moment children start school, there are daily activities to help them to learn to speak English fluently. Adults, many of whom are bilingual, provide excellent support in extending children's vocabulary, comprehension and pronunciation. Every opportunity is used to hone children's speaking and listening skills. By the end of the autumn term, almost every child speaks English effortlessly and accurately.
- Daily sessions in phonics enable children to be confident at reading unfamiliar words. Regular and systematic teaching of reading and writing provides time for children to build up and embed their literacy skills in a wide variety of different and relevant contexts. Children's learning is expertly supported. On tables, prompt cards with initial sounds and key words enable children to write sentences on their own. Classrooms are rich in print, where labels and captions reinforce reading and writing skills. By the time they start Year 1, most children are able to read and write confidently and are achieving levels expected nationally for their age. They are very well prepared for Key Stage 1.
- Teachers and teaching assistants plan exciting activities that meet children's learning needs and capture and sustain their interest. They continually assess children's understanding and make sure that learning builds on what children know and can do. As a result, children are fascinated by, and totally absorbed in learning. Progress is fast because adults are skilled in knowing when to support or extend the learning of all children. Adults know when to stand back and allow children to persevere on their own in order to develop their own strategies to solve problems, particularly in mathematics.
- The well-established routines help children to feel safe. Children get straight on with their work and confidently try out new things for themselves. Children behave extremely well. They have excellent manners and are very polite, cooperative and caring.
- Staff work very closely with parents, providing them with many ideas to support their child's learning, including 'play and stay' sessions.
- The leader of the early years is exceptionally well informed about this key stage. She knows what constitutes outstanding practice and expects nothing less from her team. Her high expectations are shared by everyone. There are many regular opportunities for all staff to develop their skills, from coaching and mentoring to the many training opportunities. Staff benefit from seeing outstanding practice modelled by the leader. Children's achievements are forensically monitored and analysed. As a result, strengths, weaknesses and significant trends are identified with improvements planned meticulously, as reflected in the upward trajectory of standards at the end of Reception.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139926
Local authority	Hillingdon
Inspection number	450189

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

Type of school	Primary
School category	Academy free school
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair	Dr Punamdip Kaur Bhullar
Headteacher	Rajinder Singh Sundhu
Date of previous school inspection	NA
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