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Mr Rajinder Singh Sandhu  
Executive headteacher  
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Dear Mr Sandhu

### **Short inspection of Nanaksar Primary School**

Following my visit to the school on 19 June 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2015.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You have worked closely with senior leaders and members of the governing body to identify the school's strengths and where the school needs to do better. You have introduced some key changes, and make sure that all staff benefit from good-quality training. Leaders visit lessons regularly and check the quality of pupils' work to make sure they make strong progress.

The board of directors support and challenge the school effectively. You provide them with detailed updates about the impact of initiatives to improve teaching and academic performance. As a result, directors are knowledgeable about the strengths of the school and its areas for improvement.

At the previous inspection, inspectors found there was further work to make sure that pupils make strong progress in mathematics. Leaders have taken effective action to address this. Pupils' books reflect high standards. In their lessons, pupils solve problems and explain their mathematical thinking.

Pupils enjoy coming to school. All parents and carers who responded to Parent View, Ofsted's online survey, confirmed that their children are happy and safe at school. Pupils' behaviour in lessons and around the school is calm and sensible. Pupils are friendly and polite, and show respect for adults and each other. The school's values are valued, and pupils told me that they try to 'live honestly'. In assemblies, pupils enjoy hearing about each other's achievements. They take pride

in their school, and many talked confidently about their learning. Staff and pupils are clear that bullying or unkindness is rare. Pupils told me that they usually solve any friendship issues on their own. However, they know that adults will take rapid and effective action to deal with any problems that may occur. Pupils are keen to take on positions of responsibility, such as becoming a member of the school parliament or a school ambassador.

The school prepares its pupils well for the next phase of their education. Pupils told me that writing speeches and meeting with local members of parliament, such as on a recent 'Brexit Day', helps them to be more mature and prepares them for adulthood. Pupils articulate their views clearly and listen to each other attentively.

Leaders take staff's and pupils' views into account when they implement change. They consult staff about which training will be most helpful. Pupils contribute to decisions over which books the school purchases. This results in good outcomes because everyone takes some responsibility for plans to improve the school.

### **Safeguarding is effective.**

The leadership team and directors ensure that all safeguarding arrangements are fit for purpose. You have developed a strong culture of safeguarding in the school. You teach pupils in all year groups about online safety so that they know how to avoid risks when using computers. You keep staff and parents informed about technological developments so that they can monitor pupils' use of social media.

Staff receive the required safeguarding training, and you keep them updated with the most recent advice. Staff are very clear about what actions to take should they have any concerns about pupils. Evidence shows that the school has effective partnerships with the local authority and referrals are followed up appropriately.

Adults have built a trusting and nurturing environment for pupils. Pupils can report any concerns through a 'kindness box' in their classroom or through an online tool. Pupils are taught how to stay calm and in control of their emotions.

### **Inspection findings**

- First, we agreed to explore the school's work to raise pupils' achievement in mathematics. This was because, historically, most-able girls did not make as much progress as most-able boys. Following the outcomes of key stage 1 mathematics assessments in 2016, you set about tackling the reasons for this underachievement. You particularly wanted to make sure that girls develop into confident mathematicians and achieve higher standards.
- You have made sure that staff benefit from bespoke training to help them plan work that is matched to their pupils' needs and abilities. You have focused on providing regular opportunities for pupils to apply their mathematical knowledge and skills across subjects. In addition, you ensure that they learn and use correct mathematical vocabulary when talking about their work.
- The teaching of mathematics is now more effective. Teachers routinely expect

pupils to explain their mathematical thinking. Pupils are challenged to carry out problem-solving activities that help them think more deeply. Teachers are alert to pupils' errors and misconceptions, and make sure that they give help promptly. As a result, pupils learn well.

- Teachers have high expectations, and pupils are motivated to do their best. One pupil told me, 'We make good progress because teachers make learning fun and build on what we know.' Pupils listen carefully to their teacher, and work hard in lessons. Teachers give their pupils effective guidance to help them to improve further.
- As a result of strong teaching, pupils make good progress in mathematics. Work in books shows that pupils have many opportunities to use their mathematical knowledge to solve problems.
- You have set aspirational targets for girls, and provided extra help where they are underachieving. A higher proportion of girls are now on track to meet the higher standard in mathematics by the end of Year 6.
- Second, we agreed to review the progress pupils make in reading. This is because, historically, boys' progress in reading has not been as strong as girls'.
- You have introduced changes to the way reading is taught. There is now a greater focus on encouraging pupils to adopt a more analytical approach to the reading. Pupils spend more time exploring the meaning of words so that they broaden their vocabulary and deepen their understanding. As a result of increased challenge, pupils are more confident about 'reading between the lines' and understanding what they read.
- Pupils spoke with enthusiasm about reading. They enjoy choosing books and read regularly at school and at home. This means that they practise the reading skills that they learn. Leaders have invested in new books, and pupils choose from a wide range of different topics and genres. Leaders have made sure that books appeal to boys. As a result, pupils' progress in reading is improving.
- Finally, given that boys' progress in writing was not as good as girls' progress, we agreed to focus on pupils' standards in writing. In pupils' books, writing is of a good standard. Pupils take pride in their work and respond positively to feedback in order to make improvements. Displays in classrooms and in books show that teachers use high-quality literature to inspire and motivate pupils in their writing.
- The school is closing the gap in achievement between boys and girls. However, that said, there is more to be done.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- pupils continue to strengthen their vocabulary through the teaching of reading and writing
- leaders ensure that boys and girls routinely achieve equally high standards across all subjects.

I am copying this letter to the chair of the board of directors, the regional schools commissioner and the director of children's services for Hillingdon. This letter will be published on the Ofsted website.

Yours sincerely

Elizabeth Hayward  
**Ofsted Inspector**

### **Information about the inspection**

During the inspection, I held meetings with you and other senior and middle leaders. I met with two directors. We visited lessons together to observe teaching and to look at pupils' work. I spoke to pupils in lessons, and I met separately with a group of pupils. I listened to pupils read. I evaluated recent information about pupils' progress and attainment. I looked at records and documentation relating to safeguarding. I checked the school's website and documentation available to parents. I considered the views of 28 parents from Parent View, Ofsted's online survey. I read 24 comments submitted to Ofsted during the inspection. I also took account of responses to the questionnaires for pupils and staff.