



# Stoke by Nayland Church of England Primary School and Early Years Setting



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## School Development

We are continually striving to maintain the strengths of our school and improve the areas we need to develop. Since our last Ofsted we have had two, positive external reviews. These reviews are something our academy trust commission to obtain some external validation of the work we are doing in school improvement. Extracts from the latest one include the following:

### Key Strengths

- The learning walk and book scrutiny demonstrated consistently good learning across the school. Pupils were engaged in a range of well-planned and interesting learning activities and this was reflected by good progress in the books.
- In the EYFS/Key Stage 1 class, learning was very personalised and met the needs of all abilities well.
- Personal development, behaviour and welfare continue to be strengths of the school. A calm and purposeful atmosphere was apparent around the school, with pupils co-operating well and enjoying each other's company. Pupils were polite and articulate when talking to adults.
- Leadership has strengthened during the last year. Although the Headteacher carried a heavy teaching commitment in 2018, which inevitably affected the time she had for whole school monitoring, she maintains a knowledgeable overview of the strengths and weaknesses of the school and school development planning is generally effective.
- The English and maths leaders provide clear and determined subject leadership and governance appears to be strong, although specific information about this was not gathered as part of the visit.
- Evidence suggests that the curriculum is a strength, especially the provision for art and music. The Silver Linguamarque award has been applied for and pupils clearly enjoy the green fingers eco club.
- High quality writing is evident in the wall displays and in the English books. Pupils clearly enjoy and take pride in producing original poetry, fiction and non-fiction writing.

### Areas to Develop

- Although the learning walk and book scrutiny demonstrated good progress over time, this does not always transfer into outcomes.  
*(This particularly applied to maths which is why it has a high profile on our School Development Plans)*
- The use of Target Tracker is still not yet fully embedded and senior leaders and governors do not have an assessment system, which provides accurate and reliable information about pupil progress  
*(Target Tracker is a system that is new to us, and used by all MAT schools to collect data about progress.)*
- The assessment of subjects other than English and maths is also still at an early stage.

**Since this review at the beginning of October, much work has been done to address these points and we now have more robust data to support school improvement.**

