

Pakefield Primary School

Inspection report

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|--------------------------------|--------------------------|
| Unique Reference Number | 124637 |
| Local Authority | Suffolk |
| Inspection number | 359732 |
| Inspection dates | 30 June 2011–1 July 2011 |
| Reporting inspector | Roderick Passant |

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

| | |
|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–10 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 364 |
| Appropriate authority | The governing body |
| Chair | David Bunkell |
| Headteacher | Imant Ladusans |
| Date of previous school inspection | 23 June 2008 |
| School address | London Road Pakefield, Lowestoft NR33 7AQ |
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Introduction

This inspection was carried out by three additional inspectors. They saw 12 teachers teaching 16 lessons. In addition, they made a number of shorter visits to classrooms and looked at a range of pupils' work. Meetings were held with the school's senior leadership team, a range of middle managers, three groups of pupils and four representatives from the governing body. Inspectors observed the school's work and looked at a range of documentation associated with safeguarding and school development planning. The questionnaire responses from 107 parents and carers, 100 pupils and 32 members of staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What does the school's assessment data say about all pupils' progress?
- What evidence is there of the work of the school's leadership in accelerating pupils' progress and supporting individual pupils?
- How effectively does the school promote pupils' cultural development?

Information about the school

The school is larger than average. Most pupils are White British. There are a small number of pupils with a range of backgrounds. The proportion of pupils known to be eligible for free school meals is below average as is the proportion of pupils with special educational needs and/or disabilities, although the proportion of pupils with a statement of special educational needs is average.

The school has gained Healthy Schools status. There is a breakfast club which operates during the school term. The school becomes an all through primary school in September 2011 when the current Year 5 move into Year 6. There is currently extensive building work and Year 3 are in temporary accommodation. On the first day of the inspection four classes were not in school because of industrial action.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Pakefield Primary School continues to improve and it provides a good education for its pupils. Pupils enjoy learning, make good progress across the school and achieve well. Most Year 5 pupils are working at least at the level expected for their age with a minority working above this. Pupils with special educational needs and/or disabilities make good progress because staff are skilled at breaking down concepts into small steps. The school monitors the progress of all pupils carefully and is able to identify early those pupils requiring additional help or opportunities to 'catch up'.

Pupils behave well and most parents, carers and pupils judge that the school keeps them safe. It has a friendly, purposeful, cohesive and inclusive ethos. This is because pupils successfully develop confidence and self-esteem, respect for themselves and each other, and learn to take responsibility for their actions. They understand the school rules and they work and play together well. They take full advantage of the good opportunities available to express their ideas and views about aspects of school life. This, coupled with the practical nature of the curriculum which actively fosters their independence, means that they develop mature attitudes to learning. Within the curriculum there are opportunities for pupils to explore other faiths and compare their lives to those of children in Kenya, for example. However, pupils have a relatively limited world view and limited opportunities to experience the diversity of society. Pupils' spiritual, moral, social and cultural development is good although cultural development is relatively the weaker element.

Pupils make good progress because teaching is good. Adults in classrooms work well together to ensure pupils make good progress. Marking is detailed: it provides the basis for high quality feedback, giving points for improvement and targets for pupils. However, these are not followed up consistently to ensure that pupils' subsequent work shows that they have adjusted their work in the light of these comments. Work scrutiny shows, on occasion, inconsistent expectations in some subjects other than English and mathematics so that some work can appear relatively cursory or scrappy. This stems from the occasional lack of teacher focus on the progressive development of skills to be acquired through the various curriculum activities. It is also reflected in the more generalised objectives for occasional lessons. These are sometimes based on activities rather than the specific learning pupils are expected to gain in the lesson.

The school's leadership has a good understanding of the school's strengths and areas for development. Work on improving pupils' writing has been effective and an external consultant has been working with staff to look at how mathematics is taught in order to further raise standards. The school has improved significantly the quality of teaching and learning and the curriculum since the last inspection. There is good capacity for ongoing improvement.

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What does the school need to do to improve further?

- Increase the effectiveness of teachers' marking and secure high-quality dialogue and feedback by routinely checking that pupils in their subsequent work have responded to their suggestions, points for improvement and targets.
- Ensure that the freedom and creativity within the curriculum in subjects other than English and mathematics is underpinned by progressive development of skills and that teachers have consistently high expectations across all subjects, reflected in their objectives for the lesson.
- Broaden pupils' experience of the world and how other children live by establishing links with other schools with differing characteristics in this country and abroad.

Outcomes for individuals and groups of pupils

2

Pupils are confident, enthusiastic, articulate and mature in their attitudes to each other and to learning. This stems from the fact that they have good opportunities to express and present their ideas and views, and know that these are listened to. They concentrate on their tasks and work at a good rate. They work well independently, making good use of, for example reference books such as atlases or dictionaries. They also work effectively together. Behaviour in lessons is good.

Attainment at the end of Year 2 was above average in 2010. Pupils did particularly well in writing. No difference was seen in lessons between the attitudes and performance of boys and girls. In a geography lesson, pupils gave extended answers to their teacher's questions using standard English and appropriate terminology. They were prepared well to get the most out of a video clip, making their own notes. Pupils carried out their research confidently using the netbooks. The lesson provided good opportunities for group and individual work as they identified common and different characteristics between a developing and developed country. In a physical education lesson, pupils developed their throwing skills, responding well to the increased challenge of the activities, skilled coaching and element of competition. The school monitors the progress of all pupils carefully, identifying early those pupils with specific additional learning needs and those who are slipping behind and is therefore able to put in place timely and effective support. More-able pupils are challenged well, as reflected in teacher assessments that in Year 5 a third of pupils are working above expectations for their age.

Pupils have a good understanding of what goes to make up a healthy lifestyle and how to keep themselves safe, for example when using the internet. All pupils participate in two hours of physical education activities per week plus the daily in-class physical warm-up 'activate' sessions. Many participate in the various sporting clubs available. Pupils take their various roles and responsibilities around the school seriously. They have a strong voice in the school through the school council and in the recent work involving all the school in designing their future playground. They show compassion and concern for others as reflected in their various fundraising activities and contribute to the local community through, for example, their performances. Pupils are friendly, supportive and show respect for one another. All pupils are integrated well into the school's cohesive and inclusive ethos. Attendance is average. Given pupils' positive attitudes, enthusiasm for learning, confidence and academic skills, the school is preparing them well for the next steps in their learning.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Staff have good subject knowledge and are confident in providing opportunities for pupils to engage well in practical activities. This provides good opportunities for pupils to discuss and share their ideas, and reinforces their independence and skills of working together. Because their relationships with adults are good, pupils are confident to question and are not afraid of making a mistake. Resources are good: planning is detailed and adults are deployed well to support learning and ensure progress when they are working with small groups. Adults are skilled at questioning, probing, encouraging and tackling misconceptions to move pupils' learning on. They adapt learning activities well to ensure that pupils meet the learning objectives. On occasion, these objectives are not defined precisely enough to identify the specific skills to be gained which can lead to some inconsistencies in expectations between subjects. Marking is detailed and high quality. It is not always as effective as it might be because the next steps or targets that teachers identify in the marking are not routinely followed up to ensure that pupils are adjusting their work in the light of the comments.

The vibrant curriculum motivates pupils and ensures that they are interested in learning. On occasion, the creativity of the curriculum is insufficiently underpinned by careful consideration of the progressive development of skills. However, the breadth of the themed approach, coupled with the partnerships such as the wider opportunities music

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programme, provides a wide range of chances for pupils to achieve success. This leads to subsequent gains in pupils' self-confidence. In addition, the curriculum is enhanced further by an extended range of visits, visitors and themed days and weeks. The links between subjects are developed well, providing good contexts to develop writing for a range of audiences and purpose, such as the persuasive letters written about the dissolution of the monasteries. There is good support for different groups in school through the intervention groups to help individuals to catch-up through additional adult support and the way teachers' plan to meet pupils' needs. A wide range of extra-curricular opportunities, rotated termly to extend the range and nature of the experiences, are well attended.

The arrangements for the care of all pupils are organised effectively and staff know the pupils well. A group of Year 5 pupils thought staff are 'really helpful'. There is good support for vulnerable pupils, targeted well to individuals, which ensures their positive attitudes and good achievement and draws on local authority expertise when needed. There are good transition arrangements between classes and rigorous follow-up for unexplained absence. Breakfast club provides a pleasant, warm start to the day.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The school's leadership has established strong teamwork and a professional ethos. Staff are proud to be part of the school and most know what the school is trying to achieve. There is therefore a strong commitment to improvement. The school's senior leadership team work together effectively. Leaders make good use of the school's and external assessment data and draw upon a range of evidence, including lesson observation and scrutiny of pupils' work, to identify and tackle areas for improvement. Expectations for pupils' progress are challenging and there is a sustained focus, through regular progress meetings, on ensuring pupils make good progress.

The governing body is influential in determining the strategic development of the school. They are fully involved in the planning for the new building and they also ensure that staff are appointed early. They monitor the work of the school closely by reporting on visits to lessons and have good first-hand experience of the school. This, coupled with the good quality information they receive from the school's leadership, ensures that they have a good foundation on which to challenge and support the school. They ensure that the school meets statutory requirements. Safeguarding is good because there are effective policies which are rigorously implemented, and good partnerships and close collaboration with key agencies.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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The school knows its local community well. The school community is cohesive and pupils show respect for one another so that all pupils, including those with special educational needs and/or disabilities, are fully integrated into the life of the school. That said, pupils have a limited experience of the diverse nature of society. The school is inclusive. It monitors its success in tackling discrimination and ensuring equality of opportunity by evaluating closely the performance of all pupils, ensuring that it is effective in narrowing any gaps that might occur. The practical approaches to the curriculum support the achievement of all pupils but particularly boys' and ensure that in class there is no discernable difference in attitudes between boys and girls.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

When they start in the Nursery, children's skills and experiences are broadly typical for their ages, except in early language development which for some children is less well developed. Children settle happily into daily routines and quickly become confident about class routines. They are encouraged to become independent, for example, choosing when to eat their healthy snack. Adults understand the needs of young children and look after them with care. Parents and carers are encouraged to be involved in their children's learning, contributing to their children's learning journal. There are good transition arrangements from Nursery to Reception and then to Year 1 classes. This helps children to continue to learn successfully, encouraged through well-targeted praise. By the end of the Reception class most children are at, or a little above, the expectations for their age.

Literacy and numeracy are taught well through teacher-led activities and the opportunities provided for children to consolidate their learning through many interesting activities. Children enjoy selecting their own activities, which in the Reception class have a real focus on learning. Independence is further developed by helping them plan their learning.

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Children learn to share and engage with each other well. They enjoy a variety of role-play opportunities, for example 'going to the beach' created in part of the classroom. All adults are involved in assessing children's progress and this information is used effectively to ensure that activities are matched well to children's learning needs. This is a particularly strong feature of the Reception class. The outdoor learning areas are temporarily constrained because of the building work. Nevertheless, adults make every effort to ensure that children still experience good opportunities for learning out-of-doors. The Early Years Foundation Stage leader has created a strong team and manages staff well. She makes good use of assessment information to adjust the balance of the curriculum. There have been good improvements since the last inspection and new staff integrated well into the school's early years' ethos. The leader has clear plans for future developments.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | 2 |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

The positive responses to the questionnaires are above the average for other primary schools. Most parents and carers are happy with their children's experience at school. A few parents and carers were concerned about the safety of their children while the building work is being completed. The school has worked closely with the contractors to ensure that fencing surrounds the building site and that there is a separate entrance for building site traffic. The right of way access for secondary pupils is controlled by a locked gate and intercom to the school's office.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pakefield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 107 completed questionnaires by the end of the on-site inspection. In total, there are 364 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 56 | 52 | 46 | 43 | 5 | 5 | 0 | 0 |
| The school keeps my child safe | 56 | 52 | 46 | 43 | 5 | 5 | 0 | 0 |
| My school informs me about my child's progress | 41 | 38 | 64 | 60 | 2 | 2 | 0 | 0 |
| My child is making enough progress at this school | 58 | 54 | 43 | 40 | 3 | 3 | 3 | 3 |
| The teaching is good at this school | 59 | 55 | 43 | 40 | 5 | 5 | 0 | 0 |
| The school helps me to support my child's learning | 49 | 46 | 53 | 50 | 5 | 5 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 48 | 45 | 57 | 53 | 2 | 2 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 38 | 36 | 59 | 55 | 3 | 3 | 0 | 0 |
| The school meets my child's particular needs | 49 | 46 | 52 | 49 | 5 | 5 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 40 | 37 | 57 | 53 | 1 | 1 | 3 | 3 |
| The school takes account of my suggestions and concerns | 30 | 28 | 65 | 61 | 7 | 7 | 0 | 0 |
| The school is led and managed effectively | 48 | 45 | 54 | 50 | 2 | 2 | 3 | 3 |
| Overall, I am happy with my child's experience at this school | 58 | 54 | 45 | 42 | 1 | 1 | 3 | 3 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 46 | 48 | 6 | 0 |
| Primary schools | 6 | 47 | 40 | 7 |
| Secondary schools | 12 | 39 | 38 | 11 |
| Sixth forms | 13 | 42 | 41 | 3 |
| Special schools | 28 | 49 | 19 | 4 |
| Pupil referral units | 14 | 45 | 31 | 10 |
| All schools | 10 | 46 | 37 | 7 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 July 2011

Dear Pupils

Inspection of Pakefield Primary School, Lowestoft, NR33 7AQ

Thank you for making us so welcome in your school. My particular thanks go to those pupils who gave up some of their lunchtime to talk to me and my colleagues. We were impressed by your maturity and thoughtfulness.

This is a good school. You make good progress and are achieving well. Year 5 is in a good position to do well next year. You behave well, the school is friendly and you are kind to each other. You told us that you feel safe in school.

Your teachers are skilled, take good care of you and support you well. You do lots of interesting things. I have asked the headteacher and staff to do three things to help improve the school still further:

- when teachers mark your work, they should ensure that you follow their suggestions and targets
- ensure that, in all subjects, teachers plan the work so that it gets progressively harder and that they all have the same consistent high expectations of you as they have in English and mathematics
- give you a broader experience of the world and how other children live.

The school has improved since it was last inspected. Almost all of you thought the headteacher and staff are doing a good job. I agree with you. The headteacher wants the school to continue to improve. You can help by making sure you attend school whenever you can, making every effort to meet your targets, and playing a full part in the life of the school by taking every advantage of what the school provides for you.

Yours sincerely

Roderick Passant (on behalf of the team)

Lead inspector

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