

Lakenheath Community Primary School

Mill Road, Lakenheath, Brandon, IP27 9DU

Inspection dates 8–9 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Attainment is average and pupils make expected rather than good progress over time.
- Teaching is not consistently good and does not match work closely enough to pupils' different abilities.
- Teachers do not check pupils' progress in lessons frequently enough or in enough detail.
- Pupils' behaviour in lessons is not always focused on learning and there is too much low-level disruption.
- Leaders do not use opportunities within the school or through partnerships to model and share good teaching practice.
- Leaders are not rigorous enough in the way they use evidence to monitor and evaluate teaching.

The school has the following strengths

- Leaders at all levels, including the governing body, know the school well and their actions are starting to bring about improvements.
- Rates of progress are starting to rise in reading and writing, especially at Key Stage 2.
- The school is accurate in its evaluation of how well pupils are achieving.
- Weaker teaching in the past has been tackled and teaching is now improving. Leaders link performance targets to pupils' achievement and school improvement plans.
- Pupils' spiritual, moral, social and cultural development is good.
- The way subjects are taught through different themes help to engage pupils in their learning.

Information about this inspection

- Inspectors observed 17 lessons, three of which were joint lesson observations with the headteacher.
- Inspectors looked at pupils' work and listened to pupils from Year 1, Year 2 and Year 6 read.
- Meetings were held with pupils, a representative from the local authority and school staff, including senior leaders and subject leaders. A meeting was also held with five members of the governing body, including the Chair.
- School documents were also looked at including safeguarding arrangements, information on pupils' achievement and school improvement plans.
- Inspectors took account of the views of the 43 parents who responded to the Parent View website. The views of staff were looked at through 23 staff questionnaires.

Inspection team

Peter Lacey-Hastings, Lead inspector	Additional Inspector
Lynn Lowery	Additional Inspector
Jane Ladner	Additional Inspector

Full report

Information about this school

- Lakenheath Primary School is similar in size to the average primary school.
- It has recently undergone a change to become an all-through primary school and, this year, has its first group of Year 6 pupils.
- The large majority of pupils are from White British backgrounds.
- Only a very few pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion of pupils supported at school action plus or with a statement for special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium is lower than average. This is additional funding to support pupils known to be eligible for free school meals, those in local authority care and those with a parent in the armed services.
- A very few pupils receive some of their education at Thomas Wolsey School Special School and at Wickhambrook Primary School.

What does the school need to do to improve further?

- Ensure that more teaching is consistently good or better by:
 - minimising low-level disruption and engaging pupils effectively in their learning, including through the use of adult support
 - matching work more closely to pupils' different abilities so that they are challenged and able to work more independently, especially in mathematics
 - checking pupils' work in lessons more carefully and regularly during lessons, so pupils know what they can do to show they are making progress.
- Increase the effectiveness of leadership and governance by:
 - using partnerships, including with other schools and the local authority, to give teachers opportunities to work with colleagues from other schools to share good practice
 - ensuring that leaders use better teachers within the school to model and share effective teaching strategies
 - ensuring that senior and middle leaders use a broader range of evidence to monitor and evaluate their areas of responsibility, especially analysing information on pupils' achievement
 - making sure that leaders at all levels are clear about their roles and responsibilities in monitoring teaching, and also that members of the governing body understand their role in this.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils make better progress in English than mathematics. Rates of progress this year are improving, especially across Key Stage 2, but still remain slower in mathematics than in other subjects. Rates of progress in writing across the school have shown the greatest increase.
- Children generally start at the school with skills that are in line with other children of their age. This varies slightly from year to year. Their skills on entry are weaker in communication and language, and in their personal, social and emotional development.
- Overall, they make the progress they should during their time in the Reception class. They make better progress in their communication and language skills and in the understanding of the world.
- Pupils make the progress they should at Key Stage 1, and attainment is in line with national averages. In the past, progress rates have been in line with expectations. However, progress rates are beginning to accelerate, especially in reading and writing.
- Levels of attainment at Key Stage 2 are average. Attainment in reading is higher than in writing and mathematics.
- Over time, pupils at Key Stage 2 make the progress they should. In the past, some progress has been slower, but rates of progress have become quicker this year so that pupils have made expected progress from their starting points.
- In reading, pupils have books that are at the right level for their abilities. Pupils enjoy reading and are enthusiastic. Pupils use a range of skills such as self-correction and linking letters with sounds (phonics) to help their reading. However, they do not always apply these skills consistently.
- Pupils who are eligible for the pupil premium make similar progress to other pupils in the school. They make better progress in their reading at Key Stage 1 and in their writing across all year groups. They make similar progress across the school in mathematics. No judgement is possible about the differences in their attainment with other pupils as the school has not yet had a Year 6 take examinations.
- Disabled pupils and those who have special educational needs make similar progress to other pupils. Those supported at school action make better progress than those supported at school action plus. Some pupils with special educational needs have made good progress and are no longer identified as needing support.
- The few pupils that receive some of their provision off-site are making similar progress to other pupils in their learning. They are making good progress in relation to their personal outcomes such as in their confidence and wellbeing.

The quality of teaching

requires improvement

- Teaching in the past has been weaker but is now improving, especially at Key Stage 2. Teaching is generally well planned and activities are often matched to pupils' different abilities. However,

the work set for different abilities does not challenge all pupils and limits their opportunity to extend their learning independently.

- Pupils receive feedback in lessons on how well they are doing, but this is not always detailed or frequent enough to help them know how well they are progressing. In lessons, pupils do not receive consistent feedback that challenges them to improve their work further.
- Marking is done regularly and is mostly accurate. The quality of marking is better for older pupils in the school, where they are clearer about how to improve their work and have more time to respond to teachers' comments.
- During the inspection, much of the best teaching was of reading and writing, especially at Key Stage 2. In these lessons, pupils were more motivated because well-structured activities were matched closely to pupils' abilities. As a result, pupils made good progress.
- Where teaching is most effective, teachers' subject knowledge helps pupils to make good progress. For example, in a lesson on writing a balanced report, pupils were encouraged to think about different kinds of language used for balanced and biased reports. This helped pupils to improve their writing.
- Themes are taught across different subjects. This helps to engage pupils' interest. As a result, they, and their parents, like this way of learning.
- Relationships are generally good and pupils are interested in the lessons. However, teachers do not always ensure that pupils pay attention to learning. As a result, there is too much low-level disruption across the school, which limits the progress pupils make.
- Other adults are used well when pupils are working in groups, but, when the whole class is being taught together, they are too passive and are often used to manage low-level disruption. This means that, during these times, they are not helping pupils' learning.

The behaviour and safety of pupils requires improvement

- In lessons, progress is sometimes slowed down by low-level disruption, such as pupils talking while adults or other pupils are addressing the class. This was observed throughout the school during the inspection.
- Around the school, pupils are courteous and polite, showing good manners such as opening doors for each other and for adults. There is very little disruptive behaviour. Those pupils with identified behavioural needs are managed well.
- Pupils say that bullying is rare and that any problems are sorted out. This includes through the use of 'friendship buddies', who help pupils who are feeling unhappy and who help to resolve differences. Younger pupils say they like this way of sorting out problems.
- Pupils are aware of how they can take responsibility for their own safety, such as being careful when using the internet. They are also considerate towards each other when playing games. This is because adults and other pupils on the playground are quick to notice any potential problems.
- Pupils are clear about the playground rules and apply them. These are clearly displayed on the

fence. Pupils are also happy that, when needed, adults are there to help them. Good behaviour in the playground is also supported by play leaders, who help with equipment and games.

- Attendance is lower than average. It is taken seriously by the school, which has issued fixed-penalty fines. Pupils say they like coming to school and know that it is important.
- Exclusions are very low and there are very few incidents linked to bullying or racism.

The leadership and management requires improvement

- Leaders know the school well and self-evaluation is mostly accurate, especially in key areas of the school such as pupils' achievement. However, actions taken by leaders at all levels have not led to pupils in Key Stages 1 and 2 or children in the Early Years Foundation Stage making good rates of progress.
- Senior and subject leaders do not use a wide enough range of evidence to make improvements in their areas of responsibility. Leaders are not rigorous enough in the way they use the analysis and evaluation of pupils' progress to bring about improvements. Nevertheless, weaker teaching in the past has been tackled through the use of performance management
- Current performance targets are rightly linked to pupils' achievement, the national Teachers' Standards and to school improvement plans. This is helping to improve the quality of teaching and increase rates of progress this year, especially for older pupils in the school.
- Leaders at all levels have managed the school well with regard to important changes, such as the school becoming a primary school. This has included an increase in the number of pupils and new building works to accommodate them.
- The partnership with the local authority has helped the school through this time of change, including providing training, advice and finance. For example, Year 6 teachers have had training on teaching older pupils and senior leaders have received support on school improvement.
- Whilst the school successfully prevents any discrimination, there is more to do on ensuring equality of opportunity as teaching is not consistently matched to pupils' needs.
- Opportunities for pupils' spiritual, moral, social and cultural development are good. For example, pupils have raised money for play equipment in a school in Zambia and received photographs of the pupils using it. Pupils grow vegetables as part of lessons and at an after-school gardening club.
- Pupils have a good awareness of other cultures, as indicated through Lakenheath's International Schools Award. They also reflect on deeper issues such as considering the consequences of human activity on the environment, which has earned an Eco Schools Award.
- Safeguarding requirements are met, including checks on adults working with pupils.
- **The governance of the school:**
 - The governing body has addressed its own areas of improvement from the previous inspection. Training has taken place, including courses on safeguarding, preparing for inspection and safer recruitment. The governing body is also closely involved in school improvement planning. Members of the governing body are active in the school and this helps

them to know the school well. For example, having spoken to pupils, the governing body have made adjustments to some doors that can now be opened more easily. They are involved in monitoring school effectiveness but do not have enough knowledge about their role in monitoring and evaluating the quality of teaching. The governing body challenges the headteacher through committees and links performance targets to pupils' achievement, improvement plans and pay progression. It knows how much the school receives through the pupil premium and what this is spent on; for example, one-to-one and group interventions for pupils, teaching assistants and reading resources. The governing body knows the impact of this is that pupil premium pupils make similar progress to other pupils.

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	124539
Local authority	Suffolk
Inspection number	412891

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	277
Appropriate authority	The governing body
Chair	Simon Flack
Headteacher	Emma Vincent
Date of previous school inspection	12 May 2009
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