

# Pakefield Primary School

London Road, Pakefield, Lowestoft, NR33 7AQ

**Inspection dates** 3–4 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
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

- Until recently, pupils have not reached the standards they were capable of by Year 6. The progress made by different groups of pupils has varied in reading, writing and mathematics.
- Progress in writing is not yet good because pupils do not get enough practise in writing extended pieces of work or using their literacy skills in a range of subjects.
- Progress in mathematics is improving, but still not fast enough. Pupils have few chances to solve real-life mathematical problems.
- The quality of teaching requires improvement, particularly in Key Stage 2. A common weakness is that the tasks set in lessons are not sufficiently difficult to make pupils think hard.
- Teachers do not ask questions in lessons well enough to challenge pupils' thinking and extend their knowledge.
- Teachers do not give pupils sufficiently clear feedback about their work to show them how to improve it next time, and do not make sure pupils respond to their marking.
- Subject leaders are new to their roles and are not yet fully involved in checking and improving the quality of teaching.
- Leaders and managers have not established consistently high expectations for what pupils can achieve. They have not been thorough in checking progress against the school's plan for improvement.

### The school has the following strengths

- Pupils behave well, feel safe and know how to keep themselves safe.
- The progress made by children in the Early Years Foundation Stage is good because teaching is effective.
- The attainment of pupils eligible for the pupil premium is rising quickly.
- The strong leadership of the new headteacher, combined with effective support from the governing body, is ensuring that teaching and achievement are now rapidly improving.

## Information about this inspection

- The inspectors observed 27 lessons or parts of lessons. Several lessons were observed jointly with the headteacher and deputy headteachers. The inspectors also observed pupils being taught in small groups and listened to pupils from different year groups reading.
- Discussions were held with a range of pupils, the headteacher and other senior leaders, members of the governing body and a representative from the local authority.
- The inspectors took account of 41 responses to the Ofsted online questionnaire (Parent View) and responses to the staff questionnaire.
- The inspectors looked at a number of documents, including the school's data about pupils' current progress. In addition, the inspectors looked at documents relating to safeguarding, governance, behaviour and attendance.
- Inspectors looked at a range of other evidence, including displays, the school's website and evidence representing the school's wider achievements beyond the classroom.
- Discussions were held with parents at the end of the school day.

## Inspection team

Richard Blackmore, Lead inspector	Additional Inspector
Susan Faulkner	Additional Inspector
Diana Songer-Hudgell	Additional Inspector

## Full report

### Information about this school

- The school is larger than an average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion given additional support through school action plus or with a statement of special educational needs is also broadly average.
- A below-average proportion of pupils are supported through the pupil premium. This is extra government funding given to the school for pupils who are known to be or have been eligible for free school meals and those who are looked after by the local authority.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher started at the school in January 2014 and there have been a number of new teachers recently.

### What does the school need to do to improve further?

- Improve the quality of teaching by:
  - giving pupils clear guidance about how to improve their work, and checking that they respond to the comments
  - showing high expectations of what pupils can achieve by pitching work and questions at a challenging level that enables pupils to achieve well.
- Raise achievement in writing and mathematics by:
  - giving pupils ample opportunities to investigate mathematics and solve problems
  - ensuring that pupils use their literacy skills in different subjects and write longer pieces of work.
- Improve the effectiveness of leadership and management by:
  - using precise, measurable milestones to check how well the quality of teaching and pupils' achievement are improving
  - fully involving subject leaders in checking and improving pupils' progress and the quality of teaching.

## Inspection judgements

### The achievement of pupils requires improvement

- The majority of children enter with levels of skills and knowledge slightly below those expected for their age. Pupils' progress varies between year groups, classes and subjects and requires improvement because teaching has not been consistently good. By the end of Year 6, attainment is broadly average but slightly lower in mathematics than in writing and reading.
- Floor standards have not been met because in 2013, not enough pupils reached average attainment in national tests or made enough progress. In the previous two years, national tests showed that progress by the end of Year 6 was significantly below that expected nationally. Inspection evidence, including analysis of pupils' work and the school's own detailed and accurate assessment records, shows that progress this year is much faster. Pupils in the current Year 6 and 5 demonstrate much improved skills in lessons and in their work in books, and are on track to meet floor standards in 2014.
- Progress in writing is not yet fast enough to ensure all pupils achieve well because they are not encouraged enough to use and apply their literacy skills across a range of subjects or to write longer pieces of work. In mathematics pupils have too few tasks that encourage the use and application of their mathematical skills to solve a range of problems, or involve investigating and exploring aspects such as number and shape. This limits the standards they reach.
- Pupils do not make rapid progress because the teachers' expectations are not high enough. They are given opportunities to consolidate and practise their basic skills, but pupils are not routinely asked searching or detailed questions. Pupils' answers are rarely challenged by teachers to check that their understanding is secure.
- Disabled pupils and those who have special educational needs and more-able pupils are making similar progress to their classmates. There have been recent improvements in the way their attainment and progress are assessed, and this information is used to make sure they are given more effective help and guidance across the school.
- Pupils who were eligible for the pupil premium in the 2013 Year 6 national tests reached standards that were behind those of other pupils by about five terms in English and mathematics. The current gap between this group and other pupils is closing quickly, particularly in reading and writing and their progress is quickening. The progress this group of pupils make is at least in line with other pupils and sometimes faster. This is because the support they receive is effective and well organised.
- The achievement of children in the Early Years Foundation Stage is good because teachers plan a wide range of stimulating tasks both inside and outside the classroom. Reading skills are well taught and there is a growing improvement in the skills of reading. As a result children enter Year 1 with average standards.
- The primary school sports funding has been used appropriately to provide specialist training to staff to improve physical education lessons. Pupils enjoy taking part in these lessons and sporting activities, including competitions with other schools. This is contributing to pupils adopting a healthy lifestyle.

**The quality of teaching requires improvement**

- Teaching has not been consistently strong enough to ensure good progress in all subjects. The work seen in pupils' exercise books and assessment records show that teaching is not yet good in all classes. Teachers do not always have high enough expectations of pupils. At times, work lacks challenge and teachers' questions do not extend pupils' thinking and knowledge enough.
- Staff have developed an agreed approach to marking books and giving pupils feedback. Despite improvements this is not yet applied throughout the school. Too much of teachers' feedback still lacks specific advice about what pupils need to do to improve, and there is too little expectation that pupils will do what is asked of them.
- The teaching of reading is effective. Training has improved teachers' skills in teaching letters and sounds and small group activities enable pupils to learn through actions. Older pupils learn well in class sessions where reading is the focus. Some read a shared text as a group, others research while others just enjoy time for a quiet read.
- In the Early Years Foundation Stage teachers give clear explanations and instructions about what or how they are learning. Good use is made of the outdoor area to promote children's learning. The amount and range of good-quality equipment to promote their learning capture the children's interests so that they are motivated and progress well.
- The use of classroom assistants and other adults to support learning is planned well across the school. In most lessons, their support focuses on the pupils' learning and teaching assistants have a clear view of the purpose of the work and are able to support pupils effectively.
- There is some good and outstanding teaching on which the school can build. Teachers have liaised with colleagues in other schools, attended courses and regularly discuss with the headteacher their teaching and its impact on pupils' progress. They have responded positively to the suggestions to improve pupils' learning.

**The behaviour and safety of pupils are good**

- The behaviour of pupils is good. In lessons pupils work hard, concentrate and remain focused on tasks even when they lack challenge. Around the school, pupils are usually polite, well behaved and kind to one another.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school. They understand different types of bullying and believe it is rare. They told inspectors they could report any problems to their teachers or adults at the school and they would be quickly sorted out. Pupils also understand the risks of the internet and explained how the school has taught them how to be safe from different types of bullying.
- The school's policy on promoting good behaviour is followed consistently. When action is needed, it is taken: there have been a few incidents of inappropriate behaviour.
- Relationships between staff and pupils are good. Teachers and pupils treat each other with respect. Pupils are polite and are well mannered in lessons and at break times. Pupils say that they all get on well together for most of the time.
- Pupils respond well to opportunities to take on responsibility. Through their roles as school councillors and lunchtime helpers, they develop self-confidence and make a positive contribution

to the school community.

- Attendance is average. Persistent absence has reduced. This is because leaders and teachers work closely with parents, pupils and the local authority to promote and maintain good attendance.

### **The leadership and management requires improvement**

- Leadership and management are not good because leaders and governors have not yet done enough to make sure the quality of teaching and pupils' achievement are good. Subject leaders are not yet fully involved in leading staff development or checking teaching in their respective areas, and this slows down the drive for school-wide improvement in teaching and the amount of progress pupils make.
- The school's improvement plan shows that leaders have accurately identified the areas requiring development and the staff strongly support the drive for improvement. However, the plan does not have sharp enough milestones to help leaders judge the effectiveness of the strategies it is using to improve teaching and speed up pupils' progress.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils are given many opportunities to enrich their education, for example through educational visits, playing musical instruments and taking part in a wide range of sporting and other activities. The primary sports funding is being used appropriately to support some of these and to employ specialist sports staff for training teachers and extending the range of sporting activities and clubs.
- Safeguarding systems meet statutory requirements and policies are thoroughly reviewed on a regular basis. Leaders promote equality and tackle any discrimination that may arise effectively.
- The new and effective headteacher knows the school well and has an accurate view of its strengths and weaknesses. The leadership team has begun to improve the quality of teaching by checking lessons and pupils' work more frequently. This has already had a positive impact on pupils' progress, particularly in Key Stage 2.
- The primary school sports funding is spent effectively on increasing pupils' participation in sports clubs and competitive events with other schools as well as improving teachers' expertise through working with specialist coaches.
- The local authority provides good support through the 'Challenge Partner'. The headteacher works productively with the partner, who is closely involved in improving the quality of teaching and developing leaders' understanding of their roles.

### **■ The governance of the school:**

- The governors bring a wide range of skills and experience to their role, and support the school well. They are closely involved in the life of the school and visit regularly in order to see its performance first-hand, meet pupils and talk with staff. Governors have been trained in the use of performance data and they hold leaders to account by asking searching questions about pupils' progress and results. They are aware that they have not challenged enough the information about the quality of teaching and learning in the past. This has now changed and they have a clear understanding of pupils' achievement. Governors know how much progress pupils who are eligible for pupil premium have made over each term in reading, writing and mathematics. They see for themselves the extra help that is provided, as part of their regular

visits to the school, to reduce the gap in attainment between them and other pupils and ensure progress is faster than it has been in the past. There is now a greater focus on ensuring that pupils' progress is tracked and questions asked if pupils are not making at least the expected progress. As a result they know where teaching is good and where additional support is needed. Governors ensure performance management arrangements are robustly carried out and only teachers whose performance is at least good are rewarded.

## 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

<b>Unique reference number</b>	124637
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	439754

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	472
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rachel Robson
<b>Headteacher</b>	Martyn Payne
<b>Date of previous school inspection</b>	30 June 2011
<b>Telephone number</b>	01502 574032
<b>Fax number</b>	01502 574032
<b>Email address</b>	admin@pakefield.suffolk.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

