

Inspection of Pakefield Primary School

London Road, Pakefield, Lowestoft, Suffolk NR33 7AQ

Inspection dates: 21 and 22 September 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pakefield Primary School is a welcoming and friendly place in which to learn. Pupils talk very positively about the school. One pupil, in summing up the views of many, said, '10/10 for this school because I love the teachers and the environment.' Pupils love the school and are keen to talk about their learning.

Pupils behave exceptionally well. They are kind, and look after each other and play together very happily. Pupils know and willingly follow the high expectations for behaviour. They have very positive relationships with adults and pupils alike. Pupils are courteous, and the school environment is a calm place in which to learn. They feel safe and state that incidents of bullying are very rare. Pupils know that there is an adult they can go to if they are worried and confident that they will be listened to.

Pupils have many opportunities to develop their knowledge and understanding of other cultures and complex issues such as the environment. They remember the importance of what they have learned. Pupils demonstrate respect, care and tolerance when talking of others who are different from themselves. Pupils can develop their talents and interests outside their lessons. Activities range from designing bird boxes for a local festival, to taking part in musical performances. Pupils' personal development is a strength of the school.

What does the school do well and what does it need to do better?

Leaders have a clear vision for the school. The curriculum is ambitious, and leaders are determined that every pupil will achieve as well as they possibly can. Pupils enjoy their learning and behave exceptionally well in class and around the school.

Leaders ensure that curriculum planning is designed to build up pupils' knowledge and skills effectively over time. Teachers are well trained to ensure that pupils develop the key knowledge and skills they need in order to do well in their learning. Teachers check that pupils remember what they have previously learned and that pupils can use their knowledge in new situations and activities.

In most curriculum areas, learning is well organised and taught in a well-considered order. In some subjects, such as history, the order and sequence of learning are less clear and effective. Leaders are continuing to improve curriculum plans for design technology, computing and music. The COVID-19 pandemic has affected how quickly subject leaders have implemented some of their intended changes.

Staff provide highly effective support for pupils of all abilities, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND). The special educational needs coordinator identifies pupils who need extra support and ensures that teachers adapt their planning effectively. As a result, pupils with SEND learn and achieve well.

Leaders prioritise reading and promote a love of books. There is a structured approach to reading across the school. In early years, daily phonics sessions delivered by well-trained staff help children learn their sounds quickly. Any pupil who falls behind in their reading receives extra support to catch up.

Leaders also place high importance on children's development of language and communication in early years. Adults check children's starting points quickly and use this information to plan learning that helps children learn well. Those who need additional support are provided with the help they need. Although leaders have planned the curriculum in the mixed-age Reception and Year 1 class, the changes they have made are new. Leaders need to embed these and check the impact of the curriculum changes on the learning and progress pupils are making.

Governors know the school well and are actively engaged in its development. They provide effective support and challenge to leaders. The multi-academy trust provides valuable training opportunities for staff, such as developing subject leaders. The school is a happy place and teachers enjoy working there. They are positive about the work of school leaders.

Most parents and carers are very positive about the school. Parents who responded to the online questionnaire agree that their children are happy, well cared for and safe.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained and alert to any signs that pupils are at risk of harm. Leaders encourage staff to record any concern, no matter how small, and respond to these concerns quickly. Leaders also work effectively with external agencies to make sure that pupils and their families get the help they need.

The school's pastoral team provides high-quality support to ensure the well-being of pupils and their families. Pupils learn about a range of issues to help them stay healthy and safe. Pupils have devised a mental health and well-being programme that reflects what the children think are important contributors to staying healthy.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not made sure that all curriculum subjects are sufficiently well planned so that all pupils build up their knowledge and understanding over time. Leaders need to make sure that the curriculum in all subjects is coherently planned and taught. It is clear from the intentions of leaders and from the work that has already been undertaken that they are in the process of bringing this about.

- Leaders must continue to monitor how the changes in the mixed-age classes in Reception and Year 1 are working. This will ensure that pupils are receiving learning that is matched well to their needs. Leaders need to continue to develop and adapt their curriculum plans to meet the needs of all pupils effectively.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141640
Local authority	Suffolk
Inspection number	10200507
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	386
Appropriate authority	Board of trustees
Chair	Bridget Fosten
Headteacher	Martyn Payne
Website	www.pakefieldprimaryschool.org.uk
Date of previous inspection	28 and 29 November 2017, under section 5 of the Education Act 2005

Information about this school

- Pakefield Primary School is part of the Active Learning Trust.
- The school makes use of one registered alternative provider.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors met with the headteacher, deputy headteacher, the early years leader, the SENCo, the leader for culture and community, and some subject leaders. They also met with members of the trust board and members of the local governing body.
- Inspectors did deep dives in reading, mathematics, science, history and physical education. For each deep dive, inspectors met with subject leaders, looked at

curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at pupils' work in personal, social and health education.

- Inspectors examined school documents, including policies and records relating to behaviour, attendance, health and safety, and the curriculum.
- Inspectors examined a range of documentation relating to child protection and safeguarding, including the single central register. Inspectors spoke to staff to gain a clear understanding of the culture of safeguarding in the school.
- Inspectors observed pupils' behaviour and school routines, both in classes and at breaktimes.
- Inspectors considered the 59 responses to the Ofsted Parent View survey, including 29 free-text responses and one letter. They also took account of 41 responses to Ofsted's staff questionnaire and the 36 responses to the pupil survey.

Inspection team

Jo Nutbeam, lead inspector	Ofsted Inspector
Julie Winyard	Ofsted Inspector
Lynsey Holzer	Ofsted Inspector

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