

# Inspection of Lakenham Primary School

City Road, Norwich, Norfolk NR1 2HL

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Inspection dates: 12 and 13 October 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Early years provision

**Good**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils at Lakenham Primary School enjoy a calm and caring school experience. Pupils' well-being is a priority. There are positive relationships between staff and pupils. Pupils feel safe.

There are plenty of opportunities for pupils to take part in activities, such as meditation, art and nature school. Pupils also enjoy attending a variety of clubs and going on school trips. Pupils feel that adults appreciate their efforts. They like receiving awards for something they can do now that they could not do before.

Behaviour in class and around the school is good. Pupils are polite and they listen to adults' instruction. Topics learned in school are interesting and varied. When a topic is introduced, teachers provide opportunities for pupils to explore their own interests related to the topic. This helps pupils to engage with their learning and to be independent. However, pupils are not currently learning the knowledge they need in all subjects to be successful in their next stage of learning.

Pupils learn how to respect and embrace difference. For example, they have learned about refugees and see the importance of being friendly to new members of their community. Pupils develop their understanding of different cultures, religions and communities.

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

Leaders, including governors, intend for children to have a well-rounded education. The curriculum is designed to be interesting and engaging. Subject leaders have received training in how to lead and monitor their subjects. As a result, the curriculum is steadily improving. Leaders know that some subjects are more developed than others.

Leaders' chosen approaches to the curriculum help pupils to find areas of interest and then develop their understanding in those areas. As a result, pupils become actively involved in trying to learn. They enjoy talking about the topics that they have been taught, such as the Egyptians, famous artists and Victorian transport. Pupils with special educational needs and/or disabilities (SEND) are given helpful support that allows them to access the same learning as their peers.

Leaders have prioritised reading and mathematics. This means that these subjects stand out as strengths.

In early reading, leaders have ensured that pupils' practice books match the sounds they have learned. Careful and timely reading assessment helps teachers understand where pupils are and where catch-up support needs to be put in place. Consequently, pupils are swiftly becoming fluent readers.

In both subjects, the order of the content and knowledge pupils need is well mapped out. Teachers are confident in their teaching of these subject areas. They deliver them consistently well, meaning that pupils achieve well.

However, these strengths are not a consistent feature of the broader curriculum. While there are areas of stronger practice, too often the key knowledge that pupils need to learn is not made clear. What pupils learn is commonly likely to be based on what is interesting to them within planned topic areas. This approach does not ensure that pupils will learn what they need to. Pupils are not being prepared well enough for the next stage of learning.

Pupils' behaviour and attitudes towards each other are of a high standard. They also value their education. This is partly due to the interesting nature of the curriculum. It is also because of the way that leaders and staff have focused on pupils' well-being. As a result, pupils are able to overcome worries and anxieties so that they can better access their lessons.

Leaders promote responsible and active citizenship effectively. The school's values and expectations for good behaviour are at the forefront of everyday life. Assemblies often refer to the values of 'achieve, aspire and enjoy'. Pupils have opportunities to take on responsibilities, such as being part of the school council. Pupils enjoy having their views and opinions listened to.

In Nursery and Reception Years, leaders have given a lot of thought to how children will gain new knowledge and understanding. The curriculum is clear, and activities are carefully chosen to help children learn. There is a focus on learning new words. Staff help children to develop social skills through encouraging sharing and cooperation. This is helping to prepare children for success in the next stage of education.

Governors share leaders' focus on education, well-being and safeguarding. Governors have a clear understanding of their roles. They are keen for staff to receive the training they need to be successful, and they are supportive of staff well-being. The actions of governors and school leaders have resulted in community engagement being a strength of the school. Leaders provide opportunities for parents and carers to engage with school life, such as, for example, phonics cafés.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding at Lakenham Primary School. They know the children, their families and the community very well. They work as a team to quickly secure the best support possible for children in their care. This includes maintaining and monitoring extensive safeguarding records and working with outside agencies.

Systems for recruiting and checking staff are robust. Leaders ensure that staff and volunteers receive regular, up-to-date safeguarding training. Staff frequently meet to

discuss safeguarding and share ways of supporting children and their families. Pupils are also taught how to keep safe, including when online.

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

### **(Information for the school and appropriate authority)**

- In the curriculum beyond English and mathematics, leaders have not clearly identified and sequenced the key knowledge that pupils need to learn. As a result, the curriculum does not ensure that pupils will know enough to be successful in the next stage of learning. Leaders should analyse, review and adapt the wider curriculum so that it sets out the key knowledge and order of knowledge to be learned.

## **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

<b>Unique reference number</b>	134965
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10199573
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	430
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jane Merrett
<b>Principal</b>	Cassandra Williams
<b>Website</b>	<a href="http://www.lakenhamprimaryschool.co.uk">www.lakenhamprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	2 and 3 December 2015, under section 5 of the Education Act 2005

## Information about this school

- Lakenham Primary School is larger than the average-sized primary school. It has a larger than average proportion of pupils with SEND.
- The school runs a breakfast club, after-school club and a nursery. The nursery runs morning and afternoon sessions for three- and four-year-olds.
- The school uses no alternative provision.

## 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 of the school.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics, history and art. The deep dives involved meetings with subject

leaders, teachers and pupils. Inspectors also looked at the school's curriculum plans and samples of pupils' work.

- The lead inspector discussed the school's arrangements for safeguarding, (including the school's single central record of recruitment and vetting checks), attendance and pastoral support with senior leaders.
- The lead inspector also spoke with governors, including the chair of governors, and a representative from the local authority.
- Inspectors looked at responses to Ofsted's parent and staff surveys. This included 62 parents' responses, of which 38 included free-text responses. There were 45 responses to the staff survey and no responses to the pupil survey.

### **Inspection team**

Hannah Stoten, lead inspector

Her Majesty's Inspector

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