

Inspection of Lakelands Primary School

Wagtail Mews, Colchester, Essex CO3 8AJ

Inspection dates: 4 and 5 May 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Pupils thrive at Lakelands Primary. The school has the highest aspirations for every pupil. From the start, all pupils enjoy a rich curriculum that inspires them to learn. Pupils talk eagerly about their learning, such as the recent virtual exploration of the International Space Station in computing. All pupils make strong progress from their starting points.

Pupils have formed a happy, respectful community. They love breaktimes with their friends. They make good use of the school's many facilities, such as bicycles and the spacious all-weather court. Relationships between staff and pupils are kind and caring. Pupils conduct themselves respectfully throughout the school day. Bullying is rare. Staff deal with any issues effectively and sensitively. Pupils feel safe at school.

Pupils learn important values, such as how to be kind and look after nature. They encounter a wide range of books, which reflect their own lives as well as finding out about those who are different from them. This helps pupils to feel that they belong, while respecting each other's differences. Pupils enjoy taking part in the many well-planned opportunities outside lessons. These include clubs, such as art history, and working with a visiting specialist in art.

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

School and trust leaders believe passionately that every pupil has the right to succeed. All staff share this vision. They feel inspired and supported by leaders. The school is exceptionally inclusive. All pupils, including pupils with special educational needs and/or disabilities (SEND), are welcomed.

The school has created a highly ambitious, well-structured curriculum. This coherently sets out the sequence of knowledge that pupils need to learn, starting in Reception. Teachers introduce new vocabulary from carefully chosen books. Pupils understand, learn and use these new words enthusiastically. Teachers revisit topics in different ways to help pupils build deep learning over time.

Reading saturates the curriculum. Staff of all levels are determined that all pupils learn to read well. Staff are skilled in teaching phonics. They use an effective, systematic programme. Pupils quickly learn how to decode words and develop fluency. Books are well matched to the sounds that pupils have learned. This helps pupils to become experts when practising their reading. Staff give prompt help to anyone falling behind. Leaders ensure that pupils encounter a rich, well-planned selection of books. Pupils quickly develop a love of reading.

School and trust leaders prioritise high-quality training for all staff. This ensures that staff have strong subject knowledge across subjects. Their expertise enables them to explain lesson content clearly. Teachers' explanations and searching questions help to build pupils' understanding. Teachers continually check that pupils have

remembered essential knowledge, such as through mini quizzes. Staff provide prompt, tailored support for pupils who need help. Pupils achieve highly across subjects, including in English and mathematics.

Leaders carefully identify where pupils with SEND need help and create bespoke plans to give effective support. Teachers are highly skilled at adapting learning activities so that pupils with SEND can access the curriculum alongside others.

Children get off to an exceptionally strong start in Reception. They are happy and settle quickly with the well-established routines and calm environment. All staff know the needs of the children extremely well. They plan inspiring, purposeful activities that motivate children while maximising learning, whatever their starting points. Teachers provide plenty of opportunities for children to practise what they learn in mathematics, reading and writing. This ensures children are well prepared for Year 1.

In lessons, teachers ensure pupils work hard and enjoy their learning. Very occasionally, pupils drift off task without it being picked up by teachers. This is because leaders are still training staff in the application of the behaviour policy. The policy is very well thought out and there is convincing evidence that leaders are rapidly addressing the matter.

Everything the school does is designed to widen pupils' perspectives. Pupils learn about different cultures and relevant themes, such as equality. They encounter meaningful topics, including how to care for the planet. They learn about remarkable people who changed the world. School assemblies are closely linked to personal, social, health and economic education lessons. These reinforce what children are learning about, such as how to be compassionate towards others.

Parents are highly complimentary about the school. They say they particularly value the high-quality information they receive about what their children are learning. They appreciate the approachability and determination of all staff to support them.

The trust continues to provide valuable support to Lakelands Primary in its development as a new school. Governors know the school well and make a strong contribution to the school's performance.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding culture in the school is strong. Staff are thoroughly trained. They are alert for signs of harm to pupils. Staff act quickly if they have a concern. Their actions ensure that pupils get the prompt help they need. Leaders are persistent in following up their concerns. They keep meticulous records. Leaders access a range of external agencies to get pupils the right help.

Leaders carry out thorough pre-employment checks to ensure that suitable people work at the school.

In lessons and assemblies, pupils learn the knowledge they need to make safe choices, including on the internet.

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.

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	147844
Local authority	Essex
Inspection number	10255009
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	Board of trustees
Chair of trust	Roger Blundell
Headteacher	Koulla Anslow
Website	www.lakelandsprimary.com
Date of previous inspection	Not previously inspected

Information about this school

- Lakelands Primary School opened in September 2020. It is part of the Chelmsford Learning Partnership Trust.
- The school uses one registered off-site alternative provision.
- There is a before- and after-school club on site. This is run by a registered provider.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector held discussions with three governors and two trustees. Separate discussions were held with trust officers and with a school improvement adviser from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, and science. For each deep dive, inspectors discussed the curriculum with subject leaders, staff and pupils, visited a sample of lessons and looked at samples of pupils' work.
- Inspectors reviewed pupils' work in a further range of subjects.
- Inspectors met with pupils to understand their views about the school.
- Inspectors held discussions with the special educational needs coordinator and carried out lesson visits together with leaders to consider the support for pupils with SEND.
- Inspectors observed the behaviour of pupils during lesson visits, around the school and in the playground. The inspectors looked at behaviour, bullying and attendance records and leaders' analysis of these.
- Inspectors reviewed school documentation, including school development plans and governing body minutes.
- Safeguarding records were scrutinised by inspectors, including the single central record of pre-employment checks and the school's log of safeguarding incidents. A meeting was held with a designated safeguarding lead.
- Inspectors considered 53 responses to Ofsted's online survey, Ofsted Parent View, and 40 free-text comments. An inspector spoke to parents and carers as they collected their children after school. Inspectors also considered 14 responses to Ofsted's online pupil survey and 16 responses to Ofsted's survey for staff.

Inspection team

Judith Sumner, lead inspector

Ofsted Inspector

Hayley O'Dea

Ofsted Inspector

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