

Inspection of Lakenheath Community Primary School

Mill Road, Lakenheath, Brandon, Suffolk IP27 9DU

Inspection dates: 14 and 15 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils enjoy coming to this friendly village school. They are proud to achieve the 'gold pin' of 'learn, create, progress, succeed'. Most pupils achieve well during their time at the school.

Pupils have positive relationships with staff and with each other. They know that staff care for them and will help them. Pupils know about online safety and courtesy. They know who to turn to if they have any worries. This helps pupils to feel confident and secure.

From the time they start in the early years, children learn to show, and understand the importance of, the school's values, known as the 6Rs. These include resilience, resourcefulness and reflection. Pupils are motivated to show these values through collecting raffle tickets. A focus on politeness and helpfulness supports pupils to grow to be well-rounded individuals. They use the letters from 'SHOP' to help them remember and use their manners.

Pupils understand empathy through their varied local, national and international charity work. Pupils are proud to represent the school through the many sporting opportunities on offer. The various 'role model positions' available help older pupils aspire to lead areas of responsibility. These positions are valued and taken seriously.

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

The school has recently designed a curriculum that is ambitious and engaging for pupils. Leaders have broken down important knowledge and skills into a clear sequence in most subjects. This helps pupils to make connections between what they know and what they are currently learning. Children begin doing this from the early years. However, in some subjects, this is not precise enough. This means there are occasions where the work teachers set for pupils does not enable pupils to build on their prior knowledge as well as they might.

Teachers have good subject knowledge. They are trained to present information clearly. This helps pupils to understand important content and knowledge. In the early years, staff ensure that children benefit from well-chosen activities. Consequently, children are ready for Year 1.

Staff understand how to support pupils with special educational needs and/or disabilities (SEND). The school has effective processes for identifying pupils who may need additional help. Staff ensure this help is provided promptly. The school prioritises training in SEND for staff. As such, pupils with SEND benefit from lessons that are carefully thought out. Therefore, all pupils access the same curriculum. Staff draw on expert advice from a range of external services when needed. They use a variety of effective strategies and resources to support pupils' learning.

The school ensures that pupils learn to read fluently and accurately. Staff are trained to teach phonics consistently and effectively. Children in the early years start by learning the sounds that letters make. They soon blend these sounds together to read words. Staff are quick to identify if pupils need extra help with reading. These pupils are given timely support to help them improve. When pupils are ready, staff match books to the sounds they know. This helps them to become increasingly fluent when reading. Older pupils read a wide range of books. They enjoy the links with the local library and the books that are read to them. Year 6 pupils provide helpful suggestions to the school to make reading even more enjoyable for others.

Adults consistently apply the school's behaviour policy. This ensures that pupils follow the school rules. Staff teach pupils to appreciate each other's differences. They cooperate and learn to be respectful towards each other. Pupils play well together. This starts in the early years. Most pupils attend school regularly. However, some pupils do not. Where this is the case, the school provides extra help and support. This is showing in the rising attendance rates. Families are very appreciative of the support offered by the school for pupils' well-being.

The school makes sure pupils know how to stay healthy and keep fit. Pupils learn about being mentally healthy and how to develop resilience. Pupils learn about discrimination. They care for each other and show acceptance. Younger pupils benefit by caring for their tortoises, Fred and Barney.

Staff are proud to work at the school. They share the school's ambition to give pupils the best education. Leaders are mindful of staff well-being, particularly during recent periods of change. Governors know the school well. They have the necessary skills and knowledge to support leaders and hold them fully to account.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not set out precisely how knowledge and skills will build over time. This means teachers cannot routinely check what pupils know and can do. As a result, some pupils' learning stalls, as they do not move readily on to more complex work. The school should ensure that there is greater precision with the checks that teachers make of pupils' knowledge and understanding.
- A small number of pupils do not attend school as often as they should. This means they miss valuable learning. The school should continue to apply and review their systems and processes to ensure the attendance of these pupils continues to rise.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	124539
Local authority	Suffolk
Inspection number	10295008
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	The governing body
Chair of governing body	Mike Malina
Headteacher	Michael Tingey
Website	www.lakenheath.suffolk.sch.uk
Dates of previous inspection	10 and 11 March 2020, under section 5 of the Education Act 2005

Information about this school

- The headteacher and both deputy headteachers have been appointed since the previous inspection. The headteacher was appointed in October 2022.
- The school runs a breakfast club.
- The school does not make use of any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, listened to pupils read, spoke to teachers, spoke to some pupils about their learning and looked at samples of their work.
- Inspectors also looked at books in other subject areas, talked to subject leaders and scrutinised curriculum documents.
- Inspectors observed pupils' behaviour across the school. They met with groups of pupils to seek their views. They also spoke to pupils informally in class, around the school and at breaktimes.
- Inspectors scrutinised a range of documentation, including curriculum plans, reports from school leaders, minutes of the governing body meetings and school development plans.
- Inspectors spoke with groups of parents and considered responses to Ofsted's Parent View survey, including 32 free-text responses. Inspectors spoke with staff to gather their views of the school.

Inspection team

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