

Lakeview School

Inspection report

Unique Reference Number	135374
Local Authority	Bedford
Inspection number	360719
Inspection dates	21–22 October 2010
Reporting inspector	Roderick Passant

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

Type of school	Primary
School category	Community
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	The governing body
Chair	Robin Thomas
Headteacher	Susan Vint
Date of previous school inspection	21 October 2010
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Introduction

This inspection was carried out by two additional inspectors. They observed seven lessons taught by four members of staff, two assemblies and the work of the school. They met with the headteacher and representatives of the governing body. Discussions were held with members of staff and conversations held with pupils. Inspectors looked at a range of policies relating to safeguarding and other documentation, including the school improvement plan. They scrutinised the questionnaire responses from 16 pupils, five staff and 33 parents and carers. The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

What specific steps have been taken to raise standards, and how successful are these?

Information about the school

The school serves the 'village' development of Wixams which is currently under construction. This is the school's first inspection. It opened with six pupils in September 2009 and fully opened to include Year 3 and 4 pupils in September 2010. The final phase of building, including the administration block, is due to open in November 2010. There is currently a Nursery and Reception class and two mixed-age classes for Years 1 and 2 and Years 3 and 4. The majority of pupils started at the school in September 2010, as did many staff.

Pupils come from a diverse range of ethnic backgrounds although the majority are White British. There are very few pupils at an early stage of learning English as an additional language. The percentage of pupils known to be eligible for free school meals is below average. The percentage of pupils who have special educational needs and/or disabilities is also below average. Most pupils come from outside the immediate area, although numbers from the immediate community are growing as the village expands. The school is very small for a first school, but is growing as the number of pupils increases on a week-by-week basis.

The school has gained Healthy Schools status, International Award (Foundation Level) and Links to Languages in association with Cambridge University.

As part of its extended school's provision, working in partnership with other providers, the school hosts a privately run breakfast and after-school club which opened in September 2010. This is registered with Ofsted and has had a registration inspection. It is subject to separate inspection arrangements.

The school's governing body was established in November 2009, taking over from the interim governing body.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Good leadership and management have established the building blocks for effective learning very quickly. Pupils are making good progress and achieve well academically. Some aspects of pupils' personal development are good and others are developing well. Pupils' enthusiasm for school is reflected in their outstanding attendance. The school has quickly gained the confidence of parents and carers. All parents and carers judge that their children enjoy school and almost all indicated that they are happy with their children's experiences at the school. A minority felt that it was too early to comment on some questions.

The school functions well. New pupils have settled very quickly. They feel particularly safe because behaviour is good. Given the context of the school and the building work which surrounds it, safety has been given a prominent place in the curriculum. Because they are valued as individuals, pupils feel that their views are listened to. The school is a friendly place and pupils get on well with each other. The school's core values of respect and care for others are reflected in the consideration that older pupils show for younger ones. Pupils take seriously their responsibilities on the school council and as play leaders. Assemblies provide a powerful context in establishing the school's warm, friendly, cohesive and inclusive community.

Teaching is good. There is a strong sense of teachers working with pupils, and learning together. Teachers manage the mixed-age classes well and plan effectively to meet the range of needs. Because assessment is good, they know where pupils are in their learning and this informs their planning. Currently, staff maintain their own records of pupils' progress, which is evaluated periodically. The school's has selected a centralised system to monitor pupils' progress and to manage the increasing numbers, but this is not yet fully operational and staff are not trained in its use.

The school has established a good curriculum, featuring meaningful and creative links between subjects, which provide good contexts for developing pupils' skills. The result is that pupils enjoy learning because it is 'fun'. There is a strong international emphasis which, along with the personal, social and health elements, makes a good contribution to pupils' personal development.

The headteacher leads and manages the school well. There is a clear vision for the school and how best to encourage learning. This is shared by staff and reflected in the way that the school operates. The school improvement plan identifies clear priorities. The headteacher has a good understanding of the school's strengths and what needs to be done to improve, based on formal and informal monitoring. Targets for pupils' progress are challenging. Given the effectiveness of what has been put in place, the capacity for further improvement is good.

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What does the school need to do to improve further?

- In order to raise standards in this growing school, the headteacher and staff should
 - establish a fully effective centralised system to monitor pupils' progress
 - ensure that all staff are skilled and confident in using the system to evaluate pupils' progress
 - use the system to identify early which pupils require additional support or challenge.

Outcomes for individuals and groups of pupils

2

There is good learning in lessons because pupils enjoy learning and behaviour is good. They are interested in what they are doing, alert, enjoy their work and want to do well. Pupils are confident to express their ideas and to interact with their talk partner to rehearse their ideas. They sustain their concentration and work at a good rate.

Attainment on entry is broadly average. Pupils are currently working broadly within the expectations for their age and are making good progress. Teachers' assessments, which have been externally checked and judged accurate, show that the very small number of pupils at the end of Year 2 this summer made good progress and attained above the national average, particularly in writing. This was the result of the work carried out to improve pupils' writing skills through developing their speaking and oral story-telling skills, and the introduction of work to develop pupils' competence in spelling.

There were no pupils identified with special educational needs and/or disabilities last year. Currently, the school has assessed a number of pupils as having such needs, and has put in place individual education plans to guide provision for them. Their progress over time is being monitored closely by the school, and the information shows that they are progressing as well as their classmates. Pupils with English as an additional language are making good progress.

Pupils have a sound but growing awareness of what is needed to enjoy a healthy lifestyle. For example, they can discuss the importance of fruit and vegetables in a healthy diet. Almost all pupils, parents and carers think that the school is helping them to be healthy. The school is effectively fostering pupils' confidence and self-esteem, so they feel valued. They work together well and the school is a very cohesive community. They are curious about the world and developing a good understanding of the diverse nature of society. In one assembly, pupils were encouraged to 'read' faces expressing emotion, developing their skills in empathy as part of a process of exploring their own and others' feelings. Individual pupils are encouraged to take responsibility and manage their behaviour and pupils are aware of and abide by the school's 'golden rules' and the school's core values.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers effectively create a warm, friendly and positive ethos in classrooms. As a result, pupils feel secure and develop their confidence. There is good teamwork with teaching assistants, who support individuals or groups effectively. Teachers are secure in their subject knowledge and are therefore very confident to plan for open-ended creative approaches where there is genuine discovery and dialogue with pupils. The school's emphasis on learning as an adventure is well reflected in classroom practice. Teachers plan effectively for a variety of learning approaches. They develop pupils' understanding of shapes, for example through practical exploration outside, or printing from shapes in order to identify the qualities associated with a particular three-dimensional shape. Teachers are enthusiastic in their approach, successfully motivating and capturing pupils' interest. There are good opportunities for pupils to talk about their work. Teachers make good use of information and communication technology to extend pupils' learning.

Assessment is good. Teachers check on pupils' learning during the lesson, pulling the various threads of each lesson together effectively in whole-class discussions. Marking is good. Staff use specialist assessment materials to identify where pupils are in their learning and to plan the next steps. Marking celebrates what pupils have done well and also shows them what they need to do in order to improve. Currently staff keep their own records of pupils' progress, which has worked well with small numbers of pupils, but they

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have not yet had training on using the new system for tracking and evaluating pupils progress.

Creative approaches underpin the curriculum to make it memorable; for example, pupils catching a simulated 'flight' as an introduction to their topic 'All Abroad.' The arts are suitably emphasised, as is outdoor education and the forest school work. The broad curriculum provides a good range of appealing opportunities for pupils to learn about cultural diversity across the world, encouraging their understanding and tolerance. This is further supported by the school's work on languages. There are good enrichment opportunities. Pupils take part in physical education for two hours per week. The personal, social, and health education programme makes a strong contribution to pupils' personal development.

The school provides good support for pupils with a range of needs and works effectively with them. This has led to significant improvements in confidence, attendance and attitudes to learning. On occasions, whole-class discussions are used appropriately to broach specific issues with pupils, eliciting their help and kindness in supporting an individual. The school makes effective use of specialist agencies to secure additional support for pupils when this is needed.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has a very clear vision for the school. This is shared by the governing body and staff and is reflected in the speed of the school's development and the quality of its provision. She, and the governing body, are ambitious for the school. The governing body has provided good strategic leadership. Its members are enthusiastic and supportive and prepared to hold the school to account for its performance. Safeguarding is good. Recruitment procedures are secure and site safety during the construction work has a high priority. The school is inclusive in philosophy and approach to pupils, effectively tackling barriers to learning and supporting individuals well. As a result, all pupils achieve equally well.

The school has conducted an audit and has clear plans to promote community cohesion which includes developing international and national links. Partnerships contribute effectively to the good outcomes for pupils. The community officer of the local housing association is a school governor, providing a clear link between the school and immediate community. The school is part of a network of Bedford and local schools and is participating in the Olympic Dreams initiative. There are good links with parents and carers through homework books, reading records, information leaflets and termly

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newsletters. The school also uses text messaging well to keep parents and carers informed. There is a high uptake at open evenings and consultation meetings.

The school has spent money carefully and to good effect to ensure that the resources are in place to underpin the good provision and pupils' good achievement.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start Nursery with skills and abilities typical for their age, and make good progress in their learning and development. The environment, indoors and out, is bright and stimulating, very well resourced and used well. Planning is detailed and covers the full range of experiences, identifying adult roles and indicating additional challenge. There is good attention to health and hygiene and a good balance of adult-led and child-initiated activities. There are good relationships between adults and children and, consequently, children are happy, secure and safe. Adults foster children's independence well. Children are busy, concentrate and do not flit from one activity to another. Although activities are exciting, this is underpinned by a calm approach. Children listen attentively, for example to a story, or play together with their 'jungle' characters. Behaviour is good. For example, a quiet word soon steadied children's over-enthusiastic approach to using the tricycles. Children learn to take turns. Adult-led sessions are taught well. Occasionally, opportunities are missed by adults to extend the learning through questioning when children are working independently. Good assessment and observations are used to establish a baseline and inform the next steps in planning. Within a short space of time, good leadership has ensured the stimulating nature of the environment, the establishment of clear systems and strong teamwork.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

All parents and carers judged that their children enjoy school and most are very positive about all aspects of the school. Some parents and carers took the trouble to write comments. A quarter felt that their children had not been in school long enough to comment on some aspects. About a quarter of parents and carers noted the positive change in their children, for example, 'Her confidence has gone from 0 to 100%'. A couple of parents and carers felt that they had not had the chance to discuss their children's progress, although one commented that they were looking forward to the meeting scheduled in early November.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lakeview School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 33 completed questionnaires by the end of the on-site inspection. In total, there are 82 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	91	3	9	0	0	0	0
The school keeps my child safe	23	70	9	27	0	0	0	0
My school informs me about my child's progress	12	36	14	42	3	9	0	0
My child is making enough progress at this school	16	48	15	45	1	3	0	0
The teaching is good at this school	21	64	10	30	1	3	0	0
The school helps me to support my child's learning	15	45	12	36	0	0	0	0
The school helps my child to have a healthy lifestyle	22	67	10	30	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	30	12	36	0	0	0	0
The school meets my child's particular needs	19	58	8	24	0	0	0	0
The school deals effectively with unacceptable behaviour	17	52	12	36	1	3	0	0
The school takes account of my suggestions and concerns	14	42	15	45	0	0	0	0
The school is led and managed effectively	20	61	12	36	0	0	0	0
Overall, I am happy with my child's experience at this school	28	85	4	12	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 October 2010

Dear Pupils

Inspection of Lakeview School, Wixams, MK42 6BH

Thank you for making me so welcome in your school. I enjoyed seeing you at work and talking to you. I especially enjoyed your assemblies and your singing.

You are clearly proud of your school and so you should be. This is a good school. New pupils have settled in very quickly and you make good progress in your work. You told me that lessons were fun and I agree with you. This is because you have skilled teachers, who care about you a great deal and who plan interesting lessons. Your behaviour is good. You also feel very safe. You told me that you feel that staff care about you and that your views are listened to. The school council and the play-leaders take their responsibilities very seriously. The school is very friendly and welcoming. I was impressed by how older pupils look after younger ones. You clearly take to heart the school's core values of respect and care for others, and know and follow the 'golden rules'. You enjoy school a great deal and this is reflected in your outstanding attendance this term. You also told me that the school is helping you understand what goes to make up a healthy lifestyle.

The headteacher leads the school well. She has a very clear idea how she wants the school to develop and staff share her vision.

Members of staff keep a close eye on your progress. Now that the numbers in school are increasing, information about your work and achievements needs to be managed differently. This is so that all staff can share the information, keep a check on just how well you are doing, and help all of you to make maximum progress.

The school has come a long way very quickly. All of you can help it to improve further by ensuring that you continue to attend well and enjoy learning as much as you do.

Yours sincerely

Roderick Passant

Lead inspector

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