

# Lakeside Primary School

## Inspection report

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<b>Unique Reference Number</b>	106740
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	356015
<b>Inspection dates</b>	15–16 November 2010
<b>Reporting inspector</b>	Robert Jones

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	294
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Harry Campton
<b>Headteacher</b>	Mrs Janet Witton
<b>Date of previous school inspection</b>	26 February 2008
<b>School address</b>	Sandy Lane Belle Vue, Doncaster South Yorkshire DN4 5ES
<b>Telephone number</b>	01302 368879
<b>Fax number</b>	01302 761852
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, observed 10 teachers or teaching assistants and held meetings with a member of the governing body, staff and pupils. They observed the school's work, and looked at a range of documentation, including policies, the school improvement plan, records of pupils' progress and child protection records. The inspection team received and analysed 64 questionnaires from parents and carers, as well as a number of questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The progress pupils in Key Stage 2 make in English.
- How well the curriculum meets the changing needs of pupils, particularly those for whom English is an additional language.
- How care, guidance and support systems are encouraging pupils to attend school regularly and punctually.
- The effectiveness of the systems used to monitor, evaluate and improve teaching and learning.

## Information about the school

This is a larger than average size primary school. The proportion of pupils known to be eligible for free school meals is considerably above the national average. The number of pupils from minority ethnic groups has grown considerably in recent years and is above average. Correspondingly, many more pupils than average speak English as an additional language. The number of pupils with special educational needs and/or disabilities is average. The school holds various awards, including Healthy School status, the Basic Skills Quality Mark and the Activemark.

The present headteacher was appointed in September 2008 and a deputy headteacher joined the school in January 2009.

**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. Strong leadership at all levels underpins the work of the school and as a result, it is improving rapidly in many areas. Parents and carers are overwhelmingly supportive of the school, making comments such as, 'I could not wish for more from the school'.

The majority of children enter the nursery with skills well below those expected of their age, particularly in reading and writing. They make overall good progress to leave Year 6 with attainment that is broadly average. While pupils make good progress in reading and writing in Key Stage 2, they make no better than satisfactory progress in mathematics.

In class and around the school, pupils behave well, show respect for each other and to adults. Pupils show an outstanding awareness of how to stay safe, particularly with regard to internet-related safety and of how to lead fit, healthy lifestyles.

Teaching and learning is good overall. In some classes it is outstanding, with teachers skilfully using assessment data to carefully plan activities suitable for all abilities. The pace of learning in most lessons is swift, with ample opportunities for pupils to practise their speaking and listening skills and to work together in teams. Overall, the outcomes for children in the Early Years Foundation Stage are good, but provision indoors is better than outdoors. The provision for pupils for whom English is an additional language is first-rate. The school works outstandingly well with parents, carers and outside agencies, and equal opportunities are promoted exceptionally well through the meticulous tracking of these pupils' progress. This results in them making outstanding progress.

The school has improved in many areas since the last inspection. Accurate self-evaluation is undertaken by all school leaders and the governing body. Improving the quality of teaching, learning and of assessment has been central priority. The dramatic results of these actions have, in a relatively short space of time, been impressive. The highly committed teaching staff have responded very well to the changes that were needed to bring about improvements and there is a palpable sense of team spirit among all staff. These factors demonstrate well the school's good capacity to improve further.

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

- Increase the rates of progress pupils are making in mathematics at Key Stage 2 by:
  - – developing assessment in mathematics in Key Stage 2
  - – ensuring that there are opportunities for pupils to use their mathematical skills across the curriculum.
- Develop the outdoor area in the Early Years Foundation Stage by:

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- – ensuring there is sufficient space for more effective outdoor learning to take place and that there is suitable equipment available for children to develop physically.

## **Outcomes for individuals and groups of pupils**

**2**

In lessons, pupils behave well and make good progress overall. The ample opportunities to practise speaking and listening across the curriculum have resulted in pupils making good and often outstanding progress in English. Teachers constantly ask pupils to discuss their ideas and formulate opinions, which pupils then present to the class. This develops pupils' self-confidence enormously in an environment where mutual respect, good manners and high quality learning are very much the order-of-the-day. Pupils are acutely aware of precisely what they need to do to improve, particularly in English. Their progress in mathematics is satisfactory in Key Stage 2, with assessment systems still developing and the subject not being so well embedded across the curriculum. Pupils with special educational needs and/or disabilities make good progress due to prompt and effective attention to their needs. Pupils enjoy school a great deal, making comments such as 'teachers go out of their way to make learning fun'. All groups of pupils achieve well. In this school, language is no barrier to learning. Those pupils who are at the early stages of learning English are superbly well supported, which enables them to take part in all activities alongside their English-speaking peers.

Pupils promote healthy lifestyles among themselves, for example, there has been a substantial rise in their numbers cycling to school, as a result of the promotion of their 'bike-it' initiative. Many grasp the plentiful opportunities to make positive contributions in school, for example, by being a lunchtime monitor or member of the very active school council. Pupils develop a sound understanding of finance, such as managing the school council budget and a good understanding of sustainable lifestyles through various recycling projects. This, along with their good information and communication technology skills (ICT), means that their skills for their future economic well-being are good.

Despite considerable efforts by the school to improve it, attendance remains stubbornly no better than average, with most instances of prolonged absence being associated with pupils visiting family overseas. Through a range of special courses, including one-to-one tuition, the school has ensured that the pupils affected make at least satisfactory and often better progress.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

The quality of teaching and learning is good overall. In some lessons, teaching is inspirational. Assessment is skillfully used throughout all lessons. Teachers constantly ask searching questions which require pupils to answer in full sentences. Teachers use assessment data very effectively to tailor work that is appropriate to pupils of all abilities in the class. In one lesson, pupils were learning to calculate using large numbers. Some were using computers, others small flash-cards and high-ability pupils were challenged to explore the inverse of numbers. While marking is of high quality in all subjects, it is more precise in English due to the strong emphasis the school has placed on developing reading and writing over the past 18 months. In mathematics, in Key Stage 2, marking is improving, but is not as deeply embedded, nor as effective.

The school has invested considerable resources into developing its curriculum so that it more effectively meets the needs of its changing pupil population. These efforts have now borne fruit, their impact being seen in pupils making accelerated progress in English, and outstanding outcomes for pupils who speak English as an additional language. Music, French and art have a high profile in the school, which adds to pupils' enjoyment and to their heightened cultural awareness. The good care, guidance and support systems are well implemented. This ensures that those pupils who are at risk of underachieving are quickly identified and receive just the right amount of support they need, while also

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helping them to be independent. Excellent liaison with parents and carers means that prolonged absences are reducing rapidly.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

School leaders embed ambition and drive improvement well. The headteacher leads with energy and vision. In addition, she has enabled other leaders to be highly effective in monitoring and evaluating areas of the school's work. This has resulted in a highly harmonious environment, where the efforts of the individual are appreciated and valued. Development plans rightly focus on pupils' learning. Data are used very effectively to set challenging targets for pupils. Regular meetings with teaching staff ensure that they are fully aware of pupils' progress and that any support pupils need is provided without delay.

The quality of teaching and learning is monitored rigorously by all school leaders, which has resulted in improvements in the quality of assessment and in the teaching of English. Large numbers of parents and carers attend English speaking classes, which engage them with the school and enables them to more ably support their children's learning at home. Equal opportunities are promoted exceptionally well, which is evident through pupils from different groups taking on responsibilities in the school, and those pupils who are at risk of underachieving making good progress overall. The excellent partnerships with a range of outside agencies make an outstanding contribution to pupils' learning and well-being.

Members of the governing body are a frequent presence in the school, have complementary skills and are well aware of the school's strengths and areas for development. The school is proactive in its approach to safeguarding, undertaking regular risk-assessments and audits of its provision in relation to child-protection. The school has thoroughly audited its provision with regard to community cohesion. It is a highly cohesive community with pupils of different backgrounds learning and playing together on a daily basis. Good links with another school in the area enables pupils to mix with others from contrasting socio-economic backgrounds.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The good quality curriculum and effective teaching ensure that children's progress is good. Children's behaviour is good as they are interested in and well-motivated by their learning. Indoor classrooms are welcoming, exciting places that allow pupils to experience a full range of learning opportunities, including role play, work with sand and water and many creative experiences. They respond very well to activities based on stories such as, 'The Tiger who came to Tea'. The strong emphasis on speaking and listening, characterised by skilled questioning, ensures that communication skills are developing well. Strong emphasis on linking sounds and letters is rapidly improving reading and writing. Children are developing well as independent learners who collaborate well, care for each other and are beginning to assess their own work and their successes. Effective overall provision ensures children's good outcomes. However, opportunities for outdoor learning are restricted by a lack of space and by too little equipment suitable to promote children's physical development.

Staff work together as a team, guided by strong leadership. Children are very well cared for and the provision works closely with parents and carers to ensure they are fully involved in their child's learning. They are kept fully informed about the curriculum and appreciate the learning journal that is used to communicate between home and school. Children with special educational needs and/or disabilities are very well supported. The quality of the provision for children new to learning English is outstanding. These children progress rapidly due to the close attention to their needs.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

The overwhelming majority of parents and carers are supportive of the school's work. Many of their comments focused on the friendly and welcoming nature of the school and how well the school involves them as partners in their children's education. The inspection findings endorse the very positive responses from parents and carers. A small minority of parents and carers expressed concern about pupils' behaviour, how the school is led and managed and how pupils are prepared for their future. Inspectors found that in lessons, behaviour was often exceptional and directly related to the quality of teaching. There was occasionally boisterous behaviour in the playground. This occurred very rarely and only when pupils were not engaged in structured play. Inspectors found that leadership and management of the school have improved considerably over the past 18 months, which is apparent in accelerated rates of progress for all pupils. In turn, inspectors found that this is now preparing pupils well for the next stage in their education.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lakeside Primary 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 294 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	61	23	36	1	2	1	2
The school keeps my child safe	31	48	32	50	1	2	0	0
My school informs me about my child's progress	34	53	26	41	4	6	0	0
My child is making enough progress at this school	33	52	29	45	2	3	0	0
The teaching is good at this school	38	59	26	41	0	0	0	0
The school helps me to support my child's learning	34	53	26	41	3	5	0	0
The school helps my child to have a healthy lifestyle	36	56	28	44	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)	26	41	31	48	1	2	0	0
The school meets my child's particular needs	26	41	36	56	2	3	0	0
The school deals effectively with unacceptable behaviour	24	38	33	52	5	8	0	0
The school takes account of my suggestions and concerns	25	39	34	53	5	8	0	0
The school is led and managed effectively	28	44	30	47	2	3	3	5
Overall, I am happy with my child's experience at this school	36	56	26	41	2	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



17 November 2010

Dear Pupils

**Inspection of Lakeside Primary School, Doncaster, DN4 5ES**

Thank you for the warm welcome you gave the inspectors when we came to inspect your school. This letter is to tell you what we found out.

You go to a good school, but some things about it are outstanding (that's another 'wow' word meaning 'really, really good'). You told us how much you enjoy your lessons, and we saw this in how well you behave in class. The school works very well with your parents and carers, especially those who usually speak a language other than English. You make good progress during your time in school and we were particularly impressed by your progress in English. You are all very aware of the need to lead fit, healthy lifestyles and how to stay safe. Lots of you have responsibilities in school, such as lunchtime monitors or members of the school council. This is all helping you to grow up into mature, responsible young people.

Of course, these things don't magically happen. Your teachers are very dedicated and give up lots of their own time to make sure you enjoy your days in school and learn a lot. To make the school even better, I have asked your headteacher and staff to do the following:

- help you to make as much progress in mathematics as you now do in English
- make sure that children in the Nursery and Reception classes have lots of space and things to do outside so it is as good as the things they do indoors.

You can help by continuing to be the delightful young people you are today and making sure you attend school regularly. I wish you the very best for the future.

Yours sincerely

Mr Robert Jones  
Lead inspector

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