

# Lakeside Primary School

## Inspection report

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<b>Unique Reference Number</b>	125132
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	359844
<b>Inspection dates</b>	2–3 March 2011
<b>Reporting inspector</b>	Hilary Macdonald HMI

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>	441
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Alan Carter
<b>Headteacher</b>	Mrs Eluned Hughes
<b>Date of previous school inspection</b>	7 November 2007
<b>School address</b>	Alphington Avenue Frimley Camberley GU16 8LL
<b>Telephone number</b>	01276469200
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors observed 16 lessons taught by 15 teachers. They held meetings with the headteacher, senior and middle leadership teams and other school staff, groups of pupils, the school council and the chair of the governing body. Inspectors observed much of the school's work and looked at current assessment information, records of monitoring and self-evaluation, the school's policies and pupils' work. In addition, they analysed 85 questionnaires completed by parents and carers as well as those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' attainment and progress in English and mathematics during the school years 2009/10 and 2010/11, particularly in Key Stage 2.
- The quality and consistency of teaching, learning and progress throughout the school.
- The effectiveness with which assessment information is used to raise attainment.
- The effectiveness of the curriculum in meeting the needs of all pupils.
- The effectiveness of leadership at senior and middle management levels.

## Information about the school

Lakeside is a large primary school. Most pupils are of White British heritage. A below-average, but increasing, proportion of pupils come from a variety of minority ethnic groups or have English as an additional language. A lower-than-average percentage of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is lower than that found nationally, although the proportion of pupils with statements of special educational needs is slightly above the national average. Slightly greater proportions of pupils join or leave school other than at the usual times. The school runs a breakfast club that is managed by the governing body, and there is an independently run after-school care facility. The school holds a Healthy School Award.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Lakeside Primary School provides a satisfactory education, with many areas of strength. Central to the ethos of the school is the care for, and knowledge of, every child. Great care is taken to identify pupils' additional needs and to provide well-targeted intervention strategies. As a result, pupils with special educational needs and/or disabilities make at least satisfactory progress and many make good progress. Effective partnerships are established with agencies and parents and carers to aid pupils' well-being and learning. All pupils benefit from the extensive range of extra-curricular activities available to them and participation rates are high. A wide range of visits and trips take place, as well as regular visitors coming in to the school. These events stimulate pupils' interest and enjoyment in specific subject areas as well as providing additional opportunities to develop social skills, empathy and greater understanding of the world. Pupils' behaviour is good and they respond enthusiastically to responsibilities they are given. Pupils have an excellent knowledge of what it means to be healthy; they enjoy the healthy school meals and drink water throughout the day. As well as this, there are excellent systems, such as bubble time and worry boxes, to secure emotional well-being and to ensure that any pupils with worries or concerns have someone to turn to.

The school environment, both indoors and outside, promotes and supports learning. A stream running through the school grounds, a pond, areas of garden that are cared for by pupils, and a wide range of outdoor play equipment result in pupils being well occupied and physically active throughout their break and lunchtimes. Classrooms, corridors and shared spaces are well presented, and support and celebrate learning and achievement through a wide range of high quality, informative and interactive displays.

Children in the Early Years Foundation Stage benefit from good provision and progress well. Most pupils make satisfactory and good progress in Key Stages 1 and 2, although there is inconsistency between classes and year groups. This inconsistency is greater at Key Stage 2. There is a very particular emphasis on attainment and progress at the end of Key Stage 2. Parents, pupils and staff say that expectations in Year 6 are very high and that pupils work especially hard. As a result, in this year group, greater pupils' progress was observed and by the end of Year 6, pupils' attainment is above average. Through the school as a whole, teaching and progress are satisfactory. Where teaching is good or outstanding, the learning for each lesson is made clear and pupils are given tasks that are well matched to their abilities and learning needs. Questioning is used to check that pupils understand what they are learning and need to do, and any misunderstandings can be tackled immediately. However, this does not happen in all lessons and therefore pupils do not progress as well as they could.

The senior leadership team is rigorous in tracking and monitoring the progress that pupils make. Detailed analysis by group, ethnicity, prior attainment and individual need is carried

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out. As a result, pupils may receive additional support, such as one-to-one tuition, or may be placed on the school's gifted and talented register. Senior leaders, and increasingly members of the governing body, have an accurate view of the school's effectiveness. Improvements, such as raising the quality of boys' writing at Key Stage 1 and increasing girls' mathematics skills at Key Stage 2, demonstrate the school's satisfactory capacity to improve further. Recent staffing changes and a major redesign of the school management structure have resulted in middle leaders who do not yet participate fully in monitoring and evaluation or in the drive to secure further improvements.

Up to 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Increase the consistency of pupils' progress throughout the school, particularly at Key Stage 2, through ensuring that teaching is good or better by:
  - all teachers consistently using assessment information to ensure work is well matched to pupils' learning needs
  - teachers using questioning during lessons to check that pupils have understood what they are learning and the task they are to complete, and tackling misunderstandings immediately
  - providing pupils with more opportunities to discuss their learning and explain their thinking.
- Improve the impact of leadership by:
  - ensuring that all middle leaders receive training in subject or faculty leadership
  - increasing the opportunities for all middle leaders to participate in monitoring, evaluation and support
  - increasing the accountability of middle leaders for pupils' progress in their subject areas.

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

**3**

Pupils' achievement and enjoyment of learning are satisfactory. Pupils make satisfactory progress overall, with the youngest and oldest pupils making good progress. Children typically start school with skills in line with those expected for their ages. By the time they leave the Early Years Foundation Stage, many children have reached levels of skill above average expectations. Recent improvements have included a focus on engaging young boys in writing. This was clearly observed in the enthusiasm and concentration of pupils in Year 2 as they wrote descriptively, in detail and with imagination about the character Mr Twit. As a result of highly targeted intervention and support, pupils in Year 6 were seen to make good progress in their learning. For example, inspectors saw pupils working in ability groups with tasks finely matched to their learning needs. The class teacher modelled how to write in a formal style, used questioning to ensure pupils' understanding and gave clear time limits in which to complete the task. By the time pupils leave school, the attainment of many is above the national average.

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Personal development of pupils is a real strength. Pupils are extremely knowledgeable about the importance of keeping safe in school and beyond. Their behaviour is good at all times and pupils of all ages spoke confidently and politely to inspectors throughout the visit. Pupils have a clear understanding of the rules of the school and know that these are for everyone's benefit. They also understand that such rules underpin life in all communities. Pupils are proud to take on positions of responsibility within school, including being on the school council, where they learn more about responsibility and contribute to school improvements, including helping to shape the way in which mathematics books are now marked. Pupils are enthusiastic in taking part in community events such as 'Grandparents' Day', singing at a local residential home and in supporting charities, including creating 'life boxes' in support of flood relief in Pakistan.

Opportunities for spiritual and cultural development are good. The curriculum, supported by plentiful resources, ensures many opportunities to learn about a range of faiths and cultures. This is further enhanced by visitors, including parents and carers, coming into school to talk about their traditions and beliefs and to provide opportunities for practical activities, such as cooking chapatis. Spiritual development includes opportunities for pupils to experience awe and wonder in the world around them, for example in hatching chicks, observing tadpoles develop and in tending to school gardens.

Pupils understand the importance of good attendance and punctuality. Where poor attendance is identified, the school takes swift and effective action to remedy this. As a result of positive attendance, good end-of-Year-6 attainment and the many opportunities to develop strong social skills, pupils are clearly well prepared for their next steps in life and for transition to the next phase of their education.

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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>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</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>	2
<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?

In meeting the needs of all pupils, the rich and varied curriculum makes effective and purposeful links between subject areas. It provides additional opportunities for pupils to practise and enhance basic skills such as writing and to use information and communication technology. Planning for all year groups includes enrichment trips and visits; for example, pupils in Year 6 recently walked to Tomlin's pond. While they were there, pupils observed pond life and the surroundings. Observations were recorded in sketching or painting. In connection with work in school on poetry, pupils completed a 'pond poem' for homework. The high standard of artwork and poetry was rightly celebrated in a wall display in the classroom. One poem began: 'Clouds, like swirls from a Van Gogh painting.' In certain subject areas, such as information and communication technology, the curriculum plan very successfully allows pupils to build their skills year by year, and this was shown in displays around school where pupils in Year 2 used line and fill tools to create pictures in the style of Mondrian and Year 4 used repeat commands and rules to create patterns and shapes.

The inclusive ethos of Lakeside school, strong partnerships with a range of agencies and the positive influence of the emotional learning support assistant ensure that vulnerable pupils and their families are well supported. Those who join school part way through Key Stages 1 or 2 are helped to settle, have their learning assessed and make progress similar to other pupils. All pupils are able to fully access the curriculum.

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Some teaching is good and outstanding, but the majority of teaching observed during the inspection was satisfactory. In some lessons, time is not used well. For example, teachers do much of the talking, resulting in reduced opportunity for pupils either to talk about their own thinking and learning, or to commence the task. Although assessment for learning featured clearly in all classes, it was frequently not used to good effect. Although learning intentions were regularly shared with pupils, the way that these were explained was sometimes not clear and so the pupils could not say what it was they were learning in a particular lesson. Some teachers used questioning well to make sure that pupils understood, but on occasions this did not happen and pupils who had not understood something at the start of the lesson continued to have the same misconceptions when the lesson finished. Learning tasks are not always accurately enough matched to the needs of the pupils; for example, in one lesson, a group of pupils was faced with a task that was far too difficult, and in another, too easy. As a result, pupils make less progress than they are capable of.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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?

The senior school leaders form a strong team and complement one another well. Highly organised systems and practices are in place covering all aspects of school management. There is a recently enhanced process in place for gathering and responding to assessment evidence, and class teachers are increasingly being held to account for the progress of pupils in their classes. A recently implemented middle management structure is intended to distribute responsibility and accountability further. While middle leaders are committed, enthusiastic and keen to undertake further professional development, they do not yet hold a sufficient level of detail regarding pupils' achievement, or have the opportunity to carry out observations in order to drive improvements in their areas of responsibility.

The governing body has also recently been reorganised, with a significant number of newly appointed governors. Statutory responsibilities are being met and safeguarding is robust and effective. Governors have a strong and appropriate range of skills and experiences and are undertaking training to further develop their knowledge and skill in effective governance.

The school has positive relationships with most parents and carers, and is working hard to ensure that all parents and carers feel well informed about their child's learning and the range of school events. The school communicates with parents and carers in many ways, including via the website and newsletters, and routinely seeks and responds to parental views. The strong partnership working that is a feature of the school's care for its pupils



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also has an impact in other areas. For example, work with organisations such as Tomlinscote School and Sixth Form College contributes to pupils' learning in modern foreign languages, and the partnership with Cawarden House School provides outreach support for gifted and talented pupils as well as for pupils with special educational needs. The school's successful drive to raise the attainment of girls in mathematics reflects their commitment to equality of opportunity. Promotion of community cohesion is demonstrated in many ways, including through the provision of school, family and community events such as International Week, where pupils learn more about other lives and cultures and corresponded with pupils in other countries.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

This is an exciting environment in which children are well looked after, build good relationships with adults and amongst themselves and, as a result, develop as confident and inquisitive children. Behaviour is always at least good and children engage well in routines to keep them safe and healthy. Planning is based on accurate knowledge of the children gained through detailed observations and assessments. Activities are well matched to the children's needs, abilities and interests and build successfully on what they already know and can do. Therefore, the children make good progress. Links are made between different areas of learning and there is an appropriate balance between activities that children choose for themselves and those that are directed by an adult. Nevertheless, occasionally, the potential of the outdoor classroom to support language and literacy development is not fully realised. A wide range of resources, including the brand new outdoor area in the nursery, provides creative and problem-solving opportunities. This results in great enthusiasm and in many children displaying good levels of concentration. On some occasions, though, where a task is not adequately challenging, children can lose interest. Children have many opportunities to use computers and the interactive

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whiteboards, and were observed to do so with evident enjoyment, confidence and skill! Leadership of the Early Years Foundation Stage is good, with plans in place to enhance this good provision even further.

*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

This is an exciting environment in which children are well looked after, build good relationships with adults and amongst themselves and, as a result, develop as confident and inquisitive children. Behaviour is always at least good and children engage well in routines to keep them safe and healthy. Planning is based on accurate knowledge of the children gained through detailed observations and assessments. Activities are well matched to the children's needs, abilities and interests and build successfully on what they already know and can do. Therefore, the children make good progress. Links are made between different areas of learning and there is an appropriate balance between activities that children choose for themselves and those that are directed by an adult. Nevertheless, occasionally, the potential of the outdoor classroom to support language and literacy development is not fully realised. A wide range of resources, including the brand new outdoor area in the nursery, provides creative and problem-solving opportunities. This results in great enthusiasm and in many children displaying good levels of concentration. On some occasions, though, where a task is not adequately challenging, children can lose interest. Children have many opportunities to use computers and the interactive whiteboards, and were observed to do so with evident enjoyment, confidence and skill! Leadership of the Early Years Foundation Stage is good, with plans in place to enhance this good provision even further. Approximately one quarter of all parents/carers responded to the parental questionnaire, which is lower than average. Of these, the very large majority are highly supportive of the school and are unanimous in saying that their child enjoys school and is kept safe. Some parents and carers feel that their child is not making as much progress as they should, and the inspection found that in some classes and year groups pupils could make better progress. A small minority of parents and carers considered that most- able pupils make less progress; however, the inspectors did not find this to be the case during this inspection. One typical comment from a parent stated: 'My child's abilities and limitations have been recognised and acted upon.'

## 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 441 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	66	26	34	0	0	0	0
The school keeps my child safe	59	78	17	22	0	0	0	0
My school informs me about my child's progress	41	54	32	42	3	4	0	0
My child is making enough progress at this school	36	47	33	43	7	9	0	0
The teaching is good at this school	44	58	31	41	1	1	0	0
The school helps me to support my child's learning	41	54	33	43	2	3	0	0
The school helps my child to have a healthy lifestyle	43	57	31	41	2	3	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)	47	62	28	37	0	0	0	0
The school meets my child's particular needs	44	58	29	38	3	4	0	0
The school deals effectively with unacceptable behaviour	46	61	28	37	0	0	2	3
The school takes account of my suggestions and concerns	44	58	29	38	1	1	2	3
The school is led and managed effectively	55	72	19	25	2	3	0	0
Overall, I am happy with my child's experience at this school	53	70	22	29	1	1	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



7 March 2011

Dear Pupils

**Inspection of Lakeside Primary School, Camberley GU16 8LL**

Thank you for giving us such a warm welcome to your school. Special thanks go to those of you who gave time to talk to us. Your school is giving you a satisfactory education and takes care of you very well.

Here are some of the good things in your school.

- The care and support the school gives you are impressive. You and your parents and carers know that you are looked after and kept safe.
- You behave well at all times, in lessons and in the playground.
- You have an excellent understanding of how to be healthy. You are thoughtful and responsible, and help to look after and run your own school.
- By the time you leave Year 6, your attainment is above average.

Some of you make good progress, especially in the Early Years Foundation Stage and Year 6. However, many of you could make more progress, especially in Key Stage 2. Therefore, we have asked your school to improve the following things.

- Ensure all teaching is good or better, with learning tasks that challenge all of you, so you can make the maximum progress in lessons.
- Ask you more questions during lessons to make sure you understand what you are learning and the task you have to do.
- Give you more opportunities to discuss your work, to explain your thinking and to reflect on how well you are doing during lessons.
- Ensure that lessons, and your progress, are monitored more closely by teachers who lead subject areas, and any action needed to improve them is taken.

All of you can help, too, by doing your best and working towards your own targets.

Yours sincerely

Hilary Macdonald

Her Majesty's Inspector

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