

Lakeside Primary School

Inspection report

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|--------------------------------|----------------|
| Unique Reference Number | 121467 |
| Local Authority | York |
| Inspection number | 367424 |
| Inspection dates | 23–24 May 2011 |
| Reporting inspector | Brenda Clarke |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 5–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 320 |
| Appropriate authority | The governing body |
| Chair | Mr David Kirkby |
| Headteacher | Mrs Rosamund Latham |
| Date of previous school inspection | 7 November 2007 |
| School address | Oakdale Road Clifton Moor, York North Yorkshire YO30 4YL |
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Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 15 lessons, 13 teachers and also the work of two teaching assistants teaching pupils in intervention and sporting activities. Inspectors held meetings with groups of pupils, members of the governing body and staff. They observed the school's work, and looked at documentation including pupils' work, plans for future development, the school's data and safeguarding arrangements. Questionnaires returned by pupils, staff and the 64 returned from parents and carers were scrutinised.

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

- The achievement and standards reached by all groups of pupils in mathematics.
- Why pupils' attainment at the end of Year 6 appears to have declined in 2010 and whether it is now rising.
- The quality and consistency of teaching and whether teachers use assessment and marking effectively.
- Whether leaders at all levels have sufficient skills to implement sustained improvements and whether sufficient action has been taken to halt the recent decline in standards.

Information about the school

The school is larger than the average-sized primary. The percentage of pupils who are known to be eligible for free school meals is below the national average, as is the proportion of pupils who have special educational needs and/or disabilities. Very few pupils are at an early stage of learning English as an additional language. The school has received the Arts Mark, the Green Flag ECO Award, International Schools Award and has Dyslexia Friendly status.

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. The good care, guidance and support, greatly appreciated by parents and carers, ensure that pupils feel safe. Pupils' enjoyment of school is good and one pupil mirrored others' views when saying, 'Lakeside School is a great place to be.' Pupils particularly appreciate the good curriculum that includes many exciting clubs and enriching visits. Pupils have a good understanding of healthy lifestyles. Their behaviour is good in lessons and around the school and contributes significantly to their learning. The school is highly regarded in the local community and has developed effective links with other countries. However, pupils have limited understanding of cultural diversity in Britain.

Pupils achieve well. Most children enter the Reception classes with skills generally in line with those expected for their age. They get off to a satisfactory start in the Early Years Foundation Stage and make satisfactory progress. Pupils enter Year 1 with skills expected for their age overall, but with below-average skills in the key areas of writing and early mathematical development. They make good progress, catching up and attaining standards that are in line with national averages in reading, writing and mathematics by the end of Year 2. This good progress continues so that attainment by the end of Year 6 is above average over time and for the current cohort of Year 6 pupils. There was a dip in standards in 2010 due, in part, to almost one quarter of pupils having specific learning needs, a significant minority of whom attained less well in mathematics than in English. The school has quickly reorganised provision to provide a wide range of effective interventions in mathematics. As a result, most pupils are now on track to attain at least average standards in mathematics with a majority exceeding them.

Good-quality teaching and learning overall contribute significantly to pupils' good progress. All teachers manage behaviour very effectively so that lessons run smoothly. They have good subject knowledge and plan interesting, relevant lessons that grab pupils' attention. In the minority of lessons judged satisfactory, pupils spent too long listening to their teacher, leaving insufficient time for them to complete their work. Scrutiny of pupils' work over time indicates that teachers' marking does not routinely inform pupils of their next steps in learning. This is also evident in pupils' questionnaire responses where a minority of pupils indicated that they did not know how well they were doing at school.

There has been good improvement since the previous inspection. Standards in science have risen, international links have been forged, and the school's future development is now comprehensively planned in small, appropriate steps. Leaders and managers are strongly focused on improving provision further and show real skill in monitoring and evaluating current provision and in making swift and effective improvements that are accelerating pupils' progress. These factors give the school a good capacity to improve further.

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What does the school need to do to improve further?

- Improve the quality of teaching and learning to be at least good in all classes by:
 - ensuring that all pupils know the next steps required to improve their work
 - ensuring that pupils know the progress they are making in lessons and over time
 - ensuring that pupils have sufficient time to complete their work
 - ensuring that all lessons run at a challenging pace.
- Improve children's progress from satisfactory to at least good in the Early Years Foundation Stage by:
 - consistently planning writing and mathematical opportunities in children's independent activities
 - making more effective use of assessment data to set challenging tasks that closely match the differing needs of all children.
- Develop opportunities for pupils to interact with children whose backgrounds are different to their own.

Outcomes for individuals and groups of pupils

2

In lessons, pupils are enthusiastic learners who listen attentively to their teacher and others. Relationships are strong so that pupils trust adults, get on extremely well together and work collaboratively in class group work. This enables pupils to develop good levels of confidence, for example when explaining their learning to others. Pupils are able to reflect on their learning and give thoughtful answers to teachers' questions.

Progress is good overall and pupils achieve well. Pupils with special educational needs and/or disabilities achieve in line with their classmates due to the carefully targeted support they receive both in class and through effectively delivered interventions. However, pupils' progress in some lessons occasionally slows when they are not given challenging timescales for completing their work. A minority of pupils also indicate that they are unsure about the progress they are making in lessons and over time. The school has recently developed effective strategies to address some boys' lack of enthusiasm as writers, for example adding an element of competition to their learning. This has been successful and current evidence suggests that boys are now achieving in line with girls with a significant minority attaining higher levels in national tests. The use of daily mental arithmetic sessions across the school is also enabling pupils to develop good strategies for solving number problems.

Pupils really enjoy school and this results in good attendance and punctuality. Pupils' understanding of staying safe is good because the school prepares them well in aspects such as Internet safety and drugs awareness. They have a good understanding of right and wrong, play fairly and befriend others. Pupils contribute effectively to the life of the school through their work as school councillors and in roles such as buddies for younger children. They have good opportunities to take part in local initiatives such as the York Food Fest. Basic skills are developed well, especially in information and communication technology. These attributes prepare pupils well for the next stage of education. Pupils'

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understanding about children from different economic and cultural backgrounds within Britain is only satisfactory, as are opportunities to develop their financial awareness.

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 | 2 |
| 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 | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| 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?

The quality of teaching and learning is good overall but there are some inconsistencies between classes. Well-resourced, varied activities, delivered in a lively manner engage pupils and promote learning. Good use of assessments ensures that activities closely match pupils' different levels of ability, enabling all groups to make good progress in most lessons. Questioning techniques are generally good but do not always challenge pupils to give more detailed answers. Where teachers spend too much time explaining the purpose of the lesson, pupils begin to lose concentration and have too little time to complete their work. This slows the pace of learning. Knowledgeable, well-briefed teaching assistants are used effectively to support pupils whose circumstances make them vulnerable. Most teachers construct targets to help pupils improve their work but the impact of these is sometimes lost when not used by pupils in lessons.

The curriculum is broad and engaging and caters effectively for both the academic and personal needs of pupils. A wide range of extra-curricular provision, together with interesting visits and visitors, enriches provision and contributes significantly to pupils' enjoyment. The International Schools Award typifies the school's approach to extending pupils' experiences enabling them to learn at first hand about life in Germany, Hungary

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and Austria. The curriculum is planned to ensure links between subjects. This enables pupils to apply their literacy skills in meaningful ways across a range of subjects and gives relevance to pupils' learning. Opportunities for pupils to apply their mathematical skills in other subjects are limited.

The quality of care, guidance and support is good. Pupils feel very safe and say there is no bullying. Pupils are guided well to make appropriate choices about their health, safety and well-being. The school has recently adapted its use of teaching assistants, using them judiciously to target more specifically pupils' changing needs. This has been successful, enabling pupils to gain confidence and accelerate their progress. Outside agencies are also used effectively to give additional support and expertise. Transition arrangements are good, preparing pupils well for their next stage of learning.

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 gives a strong, calm steer to the school. She has established an effective leadership team with clear pathways of delegation that ensure a whole-school approach to school development. Monitoring of pupils' progress is rigorous and staff are thoughtfully deployed to maximise pupils' learning. The school acted swiftly to improve pupils' attainment in mathematics and has closed the gap in their previously below-average standards. Target setting is accurate and used effectively to raise standards and improve provision. Consistent, accurate monitoring and evaluation of teaching and learning enables leaders to gain an accurate picture of provision and to place staff where they are most effective. Governors provide very good support. They have recently evaluated their roles and rightly identified that they need to provide more pertinent challenge of the school's provision. This is at an early stage of development.

Safeguarding procedures are rigorously upheld and monitored and all statutory requirements are met. Lakeside is a listening school so that issues are taken seriously and promptly rectified. Hence, an overwhelming majority of parents and carers indicate that the school keeps their children safe. Parents and carers have good opportunities to contribute to their children's learning at home. Effective partnerships complement provision by providing additional expertise and exciting sporting and creative opportunities that enrich curricular provision. The school works diligently to ensure equal opportunities for all. Effective ways are found to remove barriers to learning by adjustments to the curriculum and through the support and guidance of professionals. The school has evaluated its response to community cohesion by ensuring good links within the local

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community and by developing extensive international partnerships but acknowledges there is more to be done to extend pupils' understanding of cultural diversity.

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 | 3 |
| 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 | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Most children enter the Reception classes with skills in line with those expected for their age. However, effective systems to more accurately determine their attainment on entry have only recently been introduced. This has left teachers with a less informed understanding of children's progress from their initial starting points. Evidence over time suggests that children make satisfactory progress overall. Most children enter Year 1 with skills above those expected for their age in personal and social development, speaking and listening and reading but below in the significant areas of writing and early mathematical calculations. This is because an effective programme for learning the sounds that letters make is enabling children to make good progress in reading. However, opportunities are sometimes missed for children to consistently use these letter sounds to write for a variety of purposes. Teachers provide stimulating activities such as a role-play television studio but opportunities are sometimes missed to reinforce and consolidate children's early writing and mathematical skills when they work independently.

Adults take good care of children, enabling them to enjoy school, develop good levels of confidence and to feel very safe. Adults are excellent role models so that children are polite, helpful and behave extremely well. Children develop good attitudes; they persevere and are enthusiastic learners. Links with parents and carers are good and there are good opportunities for them to be involved in their children's learning. Liaison with other Early Years Foundation Stage providers is good, ensuring a smooth transition for children. Coordination is shared with a member of the senior leadership team who has identified the need to develop assessment systems further. Staff have recently worked with a local

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authority consultant and already have appropriate systems in place to ensure that accurate assessments are carried out systematically. The school is at an early stage of using this assessment data to ensure that planned activities closely match the needs of all children.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

About one fifth of parents or carers responded to the questionnaire- this is lower than the average response. Many of those who responded also wrote to explain their views. Parents and carers are happy with the school's provision and say that their children enjoy school and that teaching is good. They welcome the high levels of safety and the ways in which their children's particular needs are effectively met. A very small minority would like more information about their children's progress. These responses correlate with the responses of one third of the pupils' questionnaires which indicate that pupils do not always know how well they are doing in school. Inspection findings in relation to this issue are found in the main body of the report.

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 320 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 40 | 63 | 23 | 36 | 1 | 2 | 0 | 0 |
| The school keeps my child safe | 28 | 44 | 32 | 50 | 2 | 3 | 2 | 3 |
| My school informs me about my child's progress | 24 | 38 | 30 | 47 | 7 | 11 | 0 | 0 |
| My child is making enough progress at this school | 34 | 53 | 25 | 39 | 4 | 6 | 0 | 0 |
| The teaching is good at this school | 34 | 53 | 27 | 42 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 23 | 36 | 33 | 52 | 4 | 6 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 19 | 30 | 42 | 66 | 3 | 5 | 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) | 23 | 36 | 30 | 47 | 5 | 8 | 0 | 0 |
| The school meets my child's particular needs | 23 | 36 | 35 | 55 | 2 | 3 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 25 | 39 | 27 | 42 | 5 | 8 | 4 | 6 |
| The school takes account of my suggestions and concerns | 24 | 38 | 30 | 47 | 7 | 11 | 1 | 2 |
| The school is led and managed effectively | 28 | 44 | 28 | 44 | 3 | 5 | 1 | 2 |
| Overall, I am happy with my child's experience at this school | 33 | 52 | 29 | 45 | 1 | 2 | 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 | 46 | 48 | 6 | 0 |
| Primary schools | 6 | 47 | 40 | 7 |
| Secondary schools | 12 | 39 | 38 | 11 |
| Sixth forms | 13 | 42 | 41 | 3 |
| Special schools | 28 | 49 | 19 | 4 |
| Pupil referral units | 14 | 45 | 31 | 10 |
| All schools | 10 | 46 | 37 | 7 |

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ 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 May 2011

Dear Pupils

Inspection of Lakeside Primary School, York, YO30 4YL

I would like to thank you for the very warm welcome you gave to the inspectors on our recent visit to your school. We enjoyed our time with you and appreciated all the help you gave us. I would like to tell you what we found out.

Yours is a good school. All staff take good care of you. You say there is no bullying, that adults always help you and that you feel very safe in school. You particularly enjoy the exciting curriculum and the good range of school clubs. Your behaviour is good and you work hard in lessons. You really care about your teachers and other children. Your attendance and punctuality are good. Keep this up!!

We have asked your headteacher, other staff and the governing body to do two things to make your school even better for you.

- Make sure that you are taught consistently well, particularly in the Early Years Foundation Stage.
- Provide opportunities for you to meet with children from other cultures and faiths.

We know that you will do your best to help!

Thank you once again for two very enjoyable days in your school and best wishes for the future.

Yours sincerely

Brenda Clarke

Lead Inspector

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