

# Lake View Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	122674
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	359287
<b>Inspection dates</b>	28–29 June 2011
<b>Reporting inspector</b>	Richard Marsden

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>	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jackie Moulton
<b>Headteacher</b>	Dennis Hoult
<b>Date of previous school inspection</b>	17 June 2008
<b>School address</b>	Rainworth Water Road Rainworth, Mansfield NG21 0DU
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## Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons taught by seven different teachers. They spoke with parents and carers and held meetings with staff, pupils and members of the governing body. They observed the school's work, and looked at safeguarding documentation, attendance records, information on pupils' attainment and progress, the curriculum, the school's self-evaluation and planning, as well as responses to questionnaires from 53 parents and carers, 17 staff and 103 pupils.

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

- Has the improvement in English that started in 2008 been maintained by current pupils, and how effectively has the school tackled the fact that attainment has been lower in mathematics than in English?
- Are teachers making better use of what they know about pupils' capabilities to challenge them more appropriately, to monitor their progress and spot any who are falling behind, as recommended at the last inspection?
- Is better use now being made of the outdoor area in the Early Years Foundation Stage, as recommended at the last inspection?

## Information about the school

This is smaller than the average sized primary school. The large majority of pupils are of White British heritage, and none are currently at the early stages of learning English. The percentage of pupils with special educational needs and/or disabilities is well above the national average, but the number with a statement of special educational needs is lower than is found nationally. The proportion of pupils who are known to be eligible for free school meals is broadly in line with the national figure.

The governing body provides a breakfast club at the start of the day. The school has attained several awards, among them Activemark and the Eco-Schools Award, and it has National Healthy School Gold 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 and improving school which provides a good standard of education for all its pupils. Children join the school with attainment which is below expectations for their age. They make good progress so that by the end of Year 6, their attainment is in line with the national average. The rise in attainment in English, which started in 2008, continues and standards have risen sharply in mathematics so that they are now in line with those in English.

Pupils are very well known as individuals, and promotion of their self-worth and confidence is of central importance. Parents and carers, and the pupils themselves speak highly of the care and support which the school provides. Staff have high expectations of pupils and they reinforce these consistently through routines and procedures which pupils understand well. The result is that pupils show thoughtfulness and consideration to others, and good behaviour makes a major contribution to the effectiveness of their learning. The school has worked hard to tackle absenteeism and its measures to improve attendance have been successful. Attendance is now higher than the national average and no pupils are persistently absent.

The school has very effectively addressed the issues for improvement raised at the last inspection. Standards in English and mathematics have risen. Teachers now use what they know about pupils' capabilities to identify any who are not achieving their potential, and to challenge pupils more effectively. The outdoor area in the Early Years Foundation Stage is now used well to support children's learning. The headteacher and staff have a keen insight into the school's strengths and areas for improvement. Consequently, the school is well placed to improve further.

Teachers engage pupils actively in lessons. They make sure that topics are interesting and relevant so that pupils are motivated to learn. However, on occasions the day-to-day marking of pupils' work does not always make clear enough to them how well they are doing and what they need to do next to improve. In some classes, pupils have individual targets which motivate them highly and promote rapid progress. In others, they are less clear about their targets and the pace of learning is not as rapid.

Pupils readily undertake jobs and responsibilities within school, play a full part in their local community, and have links with communities further afield. However, the school recognises that its contribution to promoting community cohesion does not include enough opportunities for pupils to have direct interaction with their counterparts from a contrasting community either within the United Kingdom or overseas.

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

- Raise attainment in English and mathematics, so that it exceeds national averages, by:
  - improving the day-to-day marking of pupils' work so that it is more consistent in showing them exactly how well they are doing
  - ensuring that all pupils know their individual targets for improvement and understand clearly what they need to do to reach these.
- Strengthen the school's contribution to community cohesion by creating opportunities for pupils to have first-hand interaction with their counterparts from a contrasting community within the United Kingdom and/or abroad.

## Outcomes for individuals and groups of pupils

**2**

Children's attainment in reading, writing and mathematics and aspects of their personal development, when they join the school, are below those expected for their age. They make good progress so that by the end of Year 6, standards are in line with national averages. There has been some unevenness in the achievement of boys and girls and of other groups in recent years but, after close investigation, inspectors found that these do not indicate any significant trends. Boys and girls make equally good progress, as do pupils known to be eligible for free school meals and the small number of pupils from minority ethnic backgrounds. Pupils with special educational needs and/or disabilities also make good progress because they are supported well by classroom assistants both within lessons and in small groups or in one-to-one sessions with an adult.

In lessons, pupils make good progress because tasks are matched well to their needs, and keep them busy. Teachers use visual aids and 'hands-on' activities to clarify and enliven their explanations, and pupils enjoy opportunities to explore ideas in pairs or groups before starting to write. The links between different subjects and with the wider world are strong, and this increases pupils' interest and motivation. In one outstanding English lesson, pupils' writing in the classroom followed on from an exciting outdoor session in which they explored wildlife in the school grounds. Pupils were very eager to produce their 'presentations' to show to others and became deeply engrossed in their tasks. In a mathematics lesson, pupils enjoyed producing charts to show the effect on local wildlife of the building of an incinerator plant close to the school: a topic which was of great concern in the local community at the time of the inspection. The class had also written to the company concerned and used its reply as part of a study in persuasive writing.

Pupils' good behaviour makes a major contribution to the effectiveness of their learning. They respond well to the warmth and encouragement of adults, and show courtesy to each other and to visitors. Older pupils show high levels of consideration towards younger ones. Pupils state clearly and confidently how they feel safe in school and are confident that bullying would be appropriately managed by teachers if it occurred. They understand about such things as road safety, safe handling of medicines, and internet safety. They can explain what it means to lead a healthy lifestyle through exercise and eating the right kinds of food. Older pupils understand the dangers of smoking, alcohol and drug abuse. Pupils enjoy making a difference to their school through the school council, or taking on many different jobs within school. Older pupils lead sporting activities for younger ones, for example, or listen to them read. They raise money for charities and have strong links

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with the local community through the church, sporting and musical activities and the work of the eco-committee.

Pupils' attainment means that they are satisfactorily prepared for the workplace. Pupils often work collaboratively in teams and groups and have opportunities to apply their basic skills, including information and communication technology to 'real-life' situations, as the school prepares them to take their place in the working world.

Pupils respond well to opportunities for thought and reflection. They are inquisitive about the world around them and the lives of people whose values and beliefs are different from their own. Through events such as Africa Week they are well informed about the cultural diversity of the modern world.

*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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>3</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 the classrooms, there is a good working atmosphere. Relationships are cordial and respectful. Pupils apply themselves well and engage deeply with their work. Lessons move at a good pace and teachers plan well to ensure that work is correctly matched to pupils' needs. Pupils often discuss ideas with their partners and have many opportunities to work in groups. Both teachers and pupils use information and communication technology competently to promote learning. Teaching assistants are organised well and are proactive in offering support. Their contribution ensures that pupils with special educational needs

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and/or disabilities progress well. The school has developed highly effective systems which identify clearly any pupils whose progress is not on track, so that support can be given to help them catch up. Teachers provide good ongoing feedback in lessons. They are particularly skilful in asking questions which make pupils think hard about their work. They mark work conscientiously, although there is some inconsistency in the degree to which this shows pupils clearly how well they are doing and what they need to do next to improve.

The curriculum provides well for the development of core skills and there are effective links between subjects. For example, pupils have opportunities to practise writing in many different subjects, not just English. They use computers to support their learning, although the extent to which they do so varies from class to class. All pupils in Key Stage 2 learn French. Participation in out-of-school activities, including music and a wide variety of sports, is high. Pupils enjoy regular visits to places of interest. In Year 6 all pupils have the opportunity to take part in a residential visit where they enjoy adventurous, confidence-building activities. The school ensures that all pupils, including those with special educational needs and/or disabilities and those known to be eligible for free school meals, have the opportunity to take part. The breakfast club is attended well and provides a purposeful start to the day.

Care, guidance and support make a good contribution to pupils' development. Pupils are valued as individuals, and the school's emphasis on raising their self-esteem and self-belief allows pupils to thrive. Teachers ensure that children settle in well when they first join the school, using older pupils to help with this. Year 6 pupils told inspectors how well they feel the school has prepared them to move on to secondary school. The school provides good support for those pupils and their families who may face challenging circumstances. The support for families who have not appreciated the value of their children's regular attendance at school has been particularly effective.

*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?

The headteacher and senior leaders have a clear insight into the school's strengths and areas for development. There has been significant improvement in areas highlighted at the last inspection, as well as in priorities identified by the school's self-review and parental surveys. Leaders regularly monitor the quality of teaching which helps to ensure that staff have high expectations of themselves and are supportive of each other in their ambition to improve outcomes for pupils. The governing body is organised well and closely informed about the school. Members have a high profile amongst parents and carers and

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in the local community. They can give telling examples of how they have offered challenge to the headteacher in order to secure the best for pupils. Safeguarding and the safety of pupils are given high priority. They are kept under constant review and whenever any possible areas for improvement are spotted, action is taken immediately.

Parents and carers were very quick to tell inspectors how approachable the school is if they have concerns. The school communicates well with them through a variety of means. It welcomes parents and carers in to help them understand modern teaching methods or to provide parenting advice.

The school draws on a wide range of partners to enhance its provision. Teachers work with colleagues from other schools and the local authority to ensure that they have a common understanding of national standards. There are sporting and musical links with local schools, as well as links with schools in other parts of the world. Partners from the local community, including the church, the fire service, and the police, contribute towards pupils' good personal development. The school draws on a range of other agencies to support families who may face challenging circumstances.

In promoting equality of opportunity and tackling discrimination, leaders monitor the school's work rigorously to ensure that no pupils miss out on what it has to offer. The headteacher has an informed understanding of the school's context and the contribution it can make to community cohesion. Senior leaders make sure that pupils have good opportunities to contribute not only to the school and local community, but to good causes further afield. However, the planning and monitoring of this area of the school's work are only satisfactory. Leaders recognise, for example, that this aspect of leadership and management would be strengthened if the school provided opportunities for pupils to interact directly with, and learn at first hand from, their counterparts from communities in other parts of the United Kingdom or overseas.

*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>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>2</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>2</b>



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## Early Years Foundation Stage

Children join the Early Years Foundation Stage with knowledge and skills that are

- below those expected for their age. Their communication and language skills and aspects of their personal development are well below. They make good progress in all areas of learning so that, by the end of the Reception Year, they are broadly in line with age-related expectations except in communication, language and literacy and mathematics, which remain below. Children confidently leave their parents and carers and clearly enjoy being at school. They learn to keep themselves healthy and safe, and their behaviour is good. They play well together and learn to take turns. They respond well to the warmth and encouragement shown by adults, and willingly take on jobs such as tidying up. Teachers make their expectations clear and place a strong emphasis on helping children to develop good habits. This promotes their personal and social skills very well.

The accommodation is spacious and stimulating. It is well resourced and used effectively to develop all areas of learning indoors and out. Children use computers confidently and develop their physical skills well. There is a good balance between teacher-led activities and those chosen by the children themselves. The latter help children to develop their independence and grow in confidence.

The Early Years Foundation Stage leader has a clear overview of strengths and areas for improvement. There is good teamwork between the staff. Teachers and other adults regularly observe and record children's learning, both formally and informally, so that they have a clear view of what children know, understand and can do and track their progress accurately. They plan well to ensure children's good progress.

*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

Responses to the questionnaire show very high levels of parental and carer satisfaction with all aspects of the school, particularly the quality of teaching, the leadership and management, and the way in which the school manages behaviour and keeps children safe. A very small minority of parents and carers said that the school does not inform them about their children's progress but, after close investigation, inspectors found no evidence to support this view. Several parents and carers of pupils with special educational needs and/or disabilities wrote comments praising the way in which the school has helped and supported their children and helped them to overcome barriers to

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progress. Other parents and carers also added comments of their own, almost all of them praising the school very highly. The following were typical:

'I am more than happy with the school and my child's development here.'

'The staff have given my daughter the confidence to have a go at anything and everything.'

'Top marks to Lake View School.'

'The teachers deserve a big medal.'

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

Ofsted invited all the registered parents and carers of pupils registered at Lake View Primary and Nursery 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	70	16	30	0	0	0	0
The school keeps my child safe	39	74	14	26	0	0	0	0
My school informs me about my child's progress	33	62	17	32	3	6	0	0
My child is making enough progress at this school	35	66	16	30	2	4	0	0
The teaching is good at this school	34	64	19	36	0	0	0	0
The school helps me to support my child's learning	34	64	17	32	2	4	0	0
The school helps my child to have a healthy lifestyle	40	75	11	21	2	4	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)	31	58	19	36	1	2	0	0
The school meets my child's particular needs	34	64	15	28	1	2	0	0
The school deals effectively with unacceptable behaviour	31	58	19	36	0	0	0	0
The school takes account of my suggestions and concerns	29	55	21	40	1	2	0	0
The school is led and managed effectively	30	57	22	42	0	0	0	0
Overall, I am happy with my child's experience at this school	35	66	18	34	0	0	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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](http://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"> <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.**



30 June 2011

Dear Pupils

**Inspection of Lake View Primary and Nursery School, Mansfield NG21 0DU**

A big 'thank you' to everyone for the warm welcome you gave to us when we visited your school. We came to find out what your school does well and how it might be improved. This is what we found.

You go to a good school. You make good progress and by the end of Year 6, the standard of your work in English and mathematics is in line with that found in most schools in England.

Your behaviour is good. It plays an important part in helping you to learn effectively.

Your teachers plan interesting and fun lessons which keep you busy and help you to make good progress.

Your teachers look after you very well. You told us that you feel safe in school.

You enjoy going on trips and receiving visitors, and you like having the opportunity to take on responsibilities in your school. You are proud of the work of the school council and the eco-committee.

Your parents and carers are very pleased with your school.

We have asked your teachers to help you to make even better progress in English and mathematics. We want them to do this by showing you more clearly, when they mark your work, what you each need to do to improve. We have also suggested that they give you more opportunities to mix with children from places other than your local area, so that you can learn from each other about how different people live. Thank you, again, for making our visit so enjoyable. You can all help to make your school even better by continuing to behave well and by always trying your hardest.

Yours sincerely

Richard Marsden

Lead inspector

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