

Lakeside Primary School

Alphington Avenue, Frimley, Camberley, GU16 8LL

Inspection dates

5–6 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Teaching is not yet consistently good and pupils do not always make good enough progress during lessons.
- Pupils' achievement in both English and mathematics is not as high as it should be by the end of Year 6.
- The work set in too many lessons is not hard enough especially for the most able pupils.
- Teachers do not make it clear enough to all pupils what they expect them to achieve by the end of a lesson.
- Teachers' marking does not always provide pupils with enough guidance on how to improve their work.
- Although subject leaders in English and mathematics are beginning to undertake a more effective role in driving improvements, they need to develop this further by helping teachers improve how they teach.

The school has the following strengths:

- The headteacher, senior leaders and governors have a good understanding of the school's strengths and areas that require improvement. They have a detailed plan in place that is driving improvements in teaching and learning.
- The school's promotion of pupils' personal development is at the heart of all it does. As a result pupils' social, moral, spiritual and cultural development is good and this is reflected in very positive attitudes to learning.
- Pupils' behaviour is good. Pupils are extremely polite and courteous and behave well in lessons, on the playground, around the school and in breakfast club.
- Children entering both the Nursery and Reception classes are very well cared for. Teachers make every effort to make sure they are happy and feel secure so that they get off to a confident start to their school life.

Information about this inspection

- This inspection was carried out by three additional inspectors. In all 24 lessons were observed by inspectors and 11 of these were undertaken jointly with members of the school’s leadership team.
- Inspectors held meetings with the headteacher, senior leaders and representatives from the local authority, groups of pupils and members of the governing body.
- Inspectors analysed parent feedback from Parent View (the online questionnaire) taking into account 100 responses and considered 44 written responses. They talked to parents and carers at the beginning and the end of the school day.
- Inspectors looked at a range of the school’s work, focusing on ways to improve teaching, how pupils’ progress is checked and the work in pupils’ books.
- Inspectors listened to and talked with pupils from Year 1 and Year 6 about their reading.
- A range of documents were scrutinised by inspectors, including the schools’ judgements on how well it thinks it is doing, information about pupils’ current progress, procedures for safeguarding pupils and key areas for improvement.

Inspection team

Bill James, Lead inspector	Additional inspector
George Long	Additional inspector
Crystal Gail Robertson	Additional inspector

Full report

Information about this school

- Lakeside Primary is a larger than average school. Most pupils come from a White British background. The numbers of pupils that come from other ethnic groups are below average.
- The proportion of pupils for whom English is not their first language is below average.
- The proportion of pupils known to be eligible for the pupil premium (additional funding to support pupils in service families and those eligible for free school meals) is below average.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor target standards, which set the minimum expectations for pupils' attainment and progress.
- None of the pupils receives alternative provision (such as teaching in other schools or specialist units).
- The school has a Nursery as well as Reception classes.
- The current headteacher has been in post for four terms.
- The school manages its own on-site breakfast club.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good by making sure that:
 - pupils of different abilities know exactly what is expected of them in every lesson
 - work is hard enough to challenge pupils, especially more-able pupils.
 - activities undertaken in lessons are well matched to different ability levels so pupils can make better progress in their learning.
- Improve the levels that pupils are reaching in English and mathematics at the end of Year 6 by making sure that teachers refer back to previous marking and provide pupils with clear guidance in targets that show them how they can improve their work.
- Develop the way in which the subject leaders particularly in English and mathematics, improve how their subjects are taught by:
 - undertaking regular visits to classrooms to look at how well pupils are making progress
 - providing regular feedback to teachers on how effective their teaching is in helping pupils improve their work.

Inspection judgements

The achievement of pupils

requires improvement

- The progress that pupils make between Year 2 and the end of Year 6 is below that which is normally expected and this has been the case over the last two years. While pupils' overall attainment at the end of Year 6 is improved in English and mathematics in 2012, it is average overall and is still not high enough.
- In 2011 and 2012, pupils should have made more progress by the time they left given their attainment in Year 2.
- The school has set more exacting targets for pupils currently in Year 6. The school's own tracking of how well pupils are doing and some evidence from the inspection shows that standards are likely to be higher.
- Pupils join the Nursery and Reception classes with skills and knowledge as are nationally expected for their age. They are provided with good opportunities to develop their independence and develop excellent attitudes to learning. They make good progress in both settings and enter Year 1 with higher than average levels in personal development, reading and mathematics.
- This good progress continues and attainment at the end of Year 2 is consistently above average in reading, writing and mathematics. Information on how well these pupils are currently performing indicates that this is continuing in 2013.
- Reading is a real strength in the school. Year 1 pupils who undertook the phonics reading check did better than pupils nationally. Standards of reading by the end of Year 6 are above average.
- One of the main reasons for pupils not making the progress that they are capable of in English and mathematics in Years 3 to 6 is because their individual targets were set too low and staff expected too little of them.
- This has improved since the appointment of the headteacher. Individual targets for pupils are now set higher and pupils' achievement, although still requiring improvement, is better.
- The quality of feedback provided to pupils on how to improve their work is inconsistent throughout the school. Good quality feedback, as seen in some books, for example in Years 2 and 4, gave pupils clear information on how to improve their work and provided them with time to make a response, and this led to better progress in their learning. However, this is not always the case, which then limits the progress pupils make.
- There is no difference in the achievement of pupils from different ethnic backgrounds. Those pupils who are disabled or who have special educational needs make the same progress as all other pupils.
- The school makes effective use of its pupil premium funding with a range of programmes that allow this group of pupils to make the same progress as all other pupils. There is no significant difference between the attainment of this group, as measured by average point scores in national assessments at the end of Year 6, and others of the same age in the school.

The quality of teaching

requires improvement

- Teaching requires improvement because despite some improvements, it is inconsistent across the school and not enough of it is good. Pupils make less progress than they should in individual lessons and over time.
- Teachers often do not make it clear enough to pupils, of all ability levels, what they expect them to achieve by the end of lessons and work is often not hard enough, especially for the more able. As a result pupils are learning too slowly and not doing as well as they should.
- Teachers provide interesting activities for pupils but often these are not well matched to the different ability groups. Pupils do not achieve all that they could in lessons because the activities are frequently too easy or occasionally too hard.
- Teachers have good relationships with the pupils, classrooms have good quality display and

there is a good atmosphere for learning for most of the time in most classes. Pupils are interested in their learning and, as seen in one Year 2 class when writing about The Iron Man, are enthusiastic learners.

- Teachers use of questioning is improving and the opportunities they provide for pupils to discuss their work, express their preferences and explain their opinions are good features of most lessons. Pupils enjoy discussing their thinking and ideas with partners. The headteacher and leadership team have developed these aspects well in teaching in response to a target from the previous inspection.
- Teaching assistants are well used in lessons and provide good support for those pupils who need extra help with the result that they frequently make the same good progress as their classmates in Years 1 and 2 and sometimes more rapid progress than others in Years 3 to 6.
- The school has spent a considerable amount of time and effort in trying to develop the way pupils' work is marked. While the quality of marking is improving overall, in many cases it does not help pupils understand how they can make their work better.
- The teaching of reading is good throughout the school. From the first introduction of letter sounds in the Nursery and Reception classes, pupils develop a very positive attitude to reading. Phonics, the teaching of letter sounds, is promoted well and listening to pupils read individually illustrated the emphasis the school has on teaching reading. By the end of Year 6 pupils read fluently and with expression.
- Teachers' use of assessment to plan future work is getting better following staff training. Teachers regularly look at pupils' work to see how much progress they are making in English and mathematics. They are now beginning to set more challenging targets for all pupils, but the full impact of this is yet to be seen and the school acknowledges that teachers will need support to do this.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning and form strong relationships with adults in a school which fosters good relationships and where pupils are clearly recognised as individuals. Their manners are typically impeccable.
- There are very good procedures for introducing the youngest children into school. They feel secure and happy and this allows them to be confident learners. This gives children a very good start and develops excellent attitudes to learning and behaviour, right from the start.
- Pupils like their school very much and the school's emphasis on personal development makes them feel confident and motivated. When asked why behaviour in the school was good one pupil simply replied, 'because we're Lakeside!'
- In lessons pupils behave well, try their best and enjoy the opportunities that teachers provide for them to discuss their work. Behaviour in breakfast club is consistently good. Pupils appreciate the activities the school runs and all look forward to the Year 6 residential trip to Osmington Bay. Such positive attitudes are reflected in pupils' now above average attendance.
- Pupils say they feel secure in school because 'teachers make it safe'. Incidents of bullying of any kind are rare, but if it does happen, pupils say that it is dealt with quickly. Discrimination of any kind is not tolerated in the school. This view is supported by parents and carers who completed the online questionnaire where 100% agreed that their children feel safe at school.
- In some lessons, where work is too easy, pupils sometimes lose interest and their attention wanders.
- Pupils have a very good understanding of how to stay safe on the internet. They identify the lessons they receive in school in information and communication technology and the assemblies and discussions they have as the reasons why they are so well informed.

The leadership and management require improvement

- While teaching has improved it is not yet consistently good and this is affecting the overall achievement of the pupils. However, since the appointment of the headteacher the school has directed its efforts towards improving teaching.

- The senior leaders are ambitious and committed to making the school better. They have a very good understanding of what they need to do and they have a detailed plan in place to make sure improvements happen. This is successfully underpinning ongoing improvements.
- The headteacher has the strong backing of the governing body and staff and pupils and parents and carers recognise the improvements the school is making. One parent or carer commented, 'I now feel that I know how to help my child,' after attending one of the Building Learning Power sessions organised for parents and carers.
- Teaching is being improved through a programme of visits by senior leaders, regular meetings to discuss the progress pupils are making and discussions about the quality of teachers' marking. However there are still weaknesses in how pupils are challenged and the effectiveness of marking in some classes. Therefore while the school is committed to equality of opportunity, not all groups are yet making good progress.
- The school has identified the development of the English and mathematics subject leaders as a way of speeding up the improvements required in teaching in these important subjects. There are signs that this is working but the monitoring of the quality of teaching by subject leaders is still work in progress.
- Setting targets for teachers has improved since September 2012. The quality of teaching is now judged against how well their pupils are making progress. In addition teachers have benefited from extra training they have received as a result of managers looking more closely at how they teach.
- The development of middle leaders was a recommendation from the previous inspection. The headteacher, using good support provided by the local authority, has successfully developed this level of leadership of particular staff, so much so, that they are now the senior leaders in the school and are themselves driving improvements.
- The curriculum has been changed to give more time to English and mathematics. However this has not affected the school's commitment to pupils' personal development. Social, moral, spiritual and cultural development is good and effectively promoted within subjects. This might be the celebration of Chinese New Year in Year 1 or art and music combined in Year 3 to create pictures of pupils' emotions. The school runs a number of clubs that are well attended outside school and learning is brought to life by visits such as the Planetarium in Year 5 and 6.
- **The governance of the school:**
 - Governors work well with senior leaders. They are very aware that pupils in the school are not achieving as well as they should. Since the appointment of the current headteacher, governors have received good quality information on what progress the pupils are making, how standards compare with schools nationally and how well teaching is improving. Their ability to support the school and challenge the headteacher is rapidly improving as they now use this information effectively. Their good knowledge is used well to inform their approach to setting targets for teachers and making decisions about training and salary. They are taking an active role in developing their skills through a well-thought-out programme of training. This is especially important as a number of governors are new. They use the pupil premium effectively, making sure that these pupils are provided with opportunities to catch up on their work and they check if they are. They have allocated part of the funding to support these pupils' attendance at school by allowing them to go to breakfast club. All statutory obligations with regard to pupils' safety and the vetting of staff are in place.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125132
Local authority	Surrey
Inspection number	406293

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	445
Appropriate authority	The governing body
Chair	Alan Carter
Headteacher	Jennifer Rogers
Date of previous school inspection	2–3 March 2011
Telephone number	01276 469200
Fax number	01276 675916
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