

Lakeside Primary School

Hatherley Road, Cheltenham, Gloucestershire, GL51 6HR

Inspection dates 20–21 March 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Most pupils achieve well from their above average starting points and reach high standards in English and mathematics by the end of Year 6.
- Teaching has improved from satisfactory to good since the last inspection and, as a result, all groups of pupils make good progress.
- Teachers use their knowledge of pupils' past progress successfully in planning new work to ensure pupils continue to make good progress.
- Pupils are polite and courteous. Their behaviour and attitudes are good and make a significant contribution to their achievements. They say they feel safe in school.
- Leadership and management are good. The skills and strong determination of the governing body have ensured that the school has focused upon high standards during a time of turbulence in leadership posts. Governors ensure that staff appraisal and training promote pupils' good progress and high standards.
- The interim headteacher and seconded deputy headteacher have made a good contribution to moving the school from satisfactory to good.
- The provision for pupils' spiritual, moral, social and cultural experiences is good and supports all aspects of their academic and personal development.

It is not yet an outstanding school because

- Pupils' higher level skills of investigation and research are not high enough by the end of Year 6.
- The roles of subject leaders are not developed sufficiently to raise levels of achievement and the quality of teaching to 'outstanding'.

Information about this inspection

- Inspectors observed teaching in all classes and visited 31 lessons or part lessons. The headteacher and senior leaders shared in joint observations of five lessons.
- Inspectors held discussions with pupils, parents, teachers, the headteacher, representatives of the governing body and a local authority officer. Account was taken of 88 responses to the on-line questionnaire (Parent View), and the school's website.
- Account was also taken of 26 staff questionnaires returned to the inspectors.
- Inspectors looked at records of pupil achievement and heard pupils read. They looked at pupils' work over time, judgements made by leaders about the quality of teaching, and the training activities undertaken to bring about improvement.
- Attendance was checked, along with safeguarding records, records of pupils' behaviour, and the use of the pupil premium (additional funding provided by the government to support children who are eligible to receive free school meals, or who are looked after by the local authority, or are members of service families).
- Plans for improvement were examined against the self-evaluation of school leaders, and feedback following local authority visits was taken into account.

Inspection team

Lynne Bradbury, Lead inspector

Additional Inspector

Sheila Boyle

Additional Inspector

Marian Marks

Additional Inspector

Full report

Information about this school

- Lakeside Primary School is a larger than average primary school.
- The proportion of pupils eligible for free school meals, and hence supported by the pupil premium, is below average.
- The proportion of pupils who have special educational needs and are supported through school action is in line with those nationally. The proportion supported through school action plus or through a statement of special educational needs is well below average.
- The large majority of pupils are from White British backgrounds.
- The current headteacher is in post on an interim arrangement. The new substantive headteacher will be taking up post at the beginning of the summer term.
- The school meets the government's current floor targets, which set minimum expectations for progress and attainment.

What does the school need to do to improve further?

- Raise achievement to outstanding by:
 - increasing the proportion of teaching that is outstanding
 - developing the roles of subject leaders so that their evaluation and planning lead to outstanding teaching in all subjects, and outstanding pupil achievement
 - improving pupils' progress in the higher skills of research and investigation, most notably in reading and information and communication technology.

Inspection judgements

The achievement of pupils is good

- Most children join the Reception class with knowledge and skills which are above those expected for their age. Outstanding provision ensures that children make excellent progress in all areas of learning.
- Inspection evidence, supported by current school data, shows that in Years 1 to 6 all groups of pupils, including those groups who receive pupil premium funding, those who are disabled or have special educational needs, and those who speak English as an additional language, make similarly good progress. Standards in English and mathematics are high by the end of Year 6.
- Children in Reception and pupils in Years 1 and 2 make good progress in learning Letters and Sounds (phonics).
- Pupils enjoy a wide range of reading material and older pupils are keen to talk about their favourite books and authors. By the end of Year 6, they achieve high standards. They read confidently and accurately with understanding. Parents are keen to support their children's reading at home. Although standards in reading are high, progress in learning the higher level skills within reading and information and communication technology needed for research and investigation is not fast enough, with the result that standards could be even higher.
- Pupils' writing is developing rapidly because pupils are encouraged to review their own work with a sharp focus upon key language skills, like punctuation and the accurate use of interesting words.
- Pupils develop calculation skills well and are given frequent opportunities to apply these to solve problems.
- The pupil premium is used to offer one-to-one tuition, reading support and other extra help for those eligible for the funding. The school's tracking data show that this is having a positive impact upon the achievement of these pupils. In 2012, based on average point scores, they were 10 months behind their classmates in English at the end of Year 6, but two months ahead of similar groups nationally, and four months behind their classmates in mathematics, but 10 months ahead of similar pupils nationally. Most recent progress data show that the in-school gaps are closing.
- Pupils who are disabled or have special educational needs are making progress in line with their peers because the school has set challenging targets for their progress which staff ensure they are meeting through the quality of extra help given.

The quality of teaching is good

- Teachers are clear about what pupils already know and use this to plan new learning for pupils of all abilities. This leads to teaching which extends pupils' knowledge and understanding, and the ability to develop new skills confidently. In some outstanding literacy lessons observed in each key stage, pupils developed a deep understanding of the way language works by using 'steps to success' to review their work and improve it with more exciting and complex language.
- Teachers' high-quality marking and feedback tells pupils how to improve their work further and this is always followed up in lesson time.
- Outstanding provision in the Reception class and supportive relationships with parents enable children to make excellent progress and an excellent start to school life. They learn rapidly and develop excellent attitudes to learning, through play activities in a safe and creative environment.
- Sometimes, teachers talk too much and this limits pupils' opportunities to engage in the introduction to lessons. In the best lessons, teachers use talk carefully so that pupils are engaged in challenging learning activities with partners or groups at all stages of the lesson, enabling them to make at least good progress.

- A high level of training and support has enabled most teachers to have a clear understanding of how pupils learn and their role in ensuring progress for all groups. This is evident in the close attention paid to helping pupils use their own targets so that they know how to improve their work.
- The provision of extra help directed by the special educational needs coordinator is used well to support groups or individuals with special educational needs appropriately during or outside lessons. As a result, they make good progress.
- Pupils' books show good progress over time across a wide range of learning activities and subjects. English and mathematical skills are developed well across all areas, and mathematics skills are applied through problem solving.
- While planning through themes, such as a topic on pirates and the sea, is used well to develop pupils' literacy and numeracy skills across most subject areas, there is currently a lack of time for pupils to use information and communication technology and the highest level reading skills to encourage effective development of higher level research and investigation.
- High expectations and effective relationships established by the staff ensure that pupils work hard, have good attitudes to their work, and are confident in learning new skills.

The behaviour and safety of pupils are good

- Pupils are polite and courteous to adults and visitors and demonstrate good relationships with each other. They enjoy the opportunity to share and to talk about their work.
- Pupils' behaviour and attitudes to work are good and lead to good progress and high standards.
- Pupils work hard in lessons and show high levels of concentration and independence.
- Pupils have a good understanding of how to keep themselves safe in and out of school, and enjoy a variety of play activities and equipment in the school grounds.
- Pupils understand the various forms that bullying can take. They say they feel safe, that bullying is very rare in school, but that they would know how to get help if they needed it. They believe that behaviour in school is good and supports their learning because teachers manage this well and offer lots of rewards for working hard.
- Pupils, parents and carers agree that behaviour is good.
- Good support is in place for those few pupils who have particular problems with behaviour and/or whose circumstances may make them vulnerable.
- Pupils develop positive attitudes to learning from an early age because adults in the Reception class have high expectations for behaviour and relationships.
- Attendance is above average and there are good arrangements in place to ensure that any absence is followed up quickly. Pupils talk excitedly about their lessons and their school, and enjoy the range of opportunities offered including visits, visitors, and after school clubs.

The leadership and management are good

- The governing body has brought drive and ambition to the school, which has united staff and governors in the vision for improvement and success.
- Extensive training and development for governors have ensured that they understand their responsibility for pupil achievement and this has been used to recruit high-quality interim leaders who have shared the vision for success. As a result, the school has moved from satisfactory to good, with noticeable improvements in pupils' progress, the quality of teaching, leadership and management and the Early Years Foundation Stage.
- Rigorous monitoring is used carefully and accurately by senior leaders to identify the strengths and areas in which the school needs to develop. Action plans show challenging and urgent targets, and appropriate priorities to improve teaching and pupil progress.

- Subject leadership is at an earlier stage of development and the checking up on the quality of teaching is not yet effective enough in ensuring that progress in all subjects is outstanding rather than good.
 - Senior leaders have high expectations of staff. The management of staff performance is linked closely to improving pupils' progress and the use of information from checking up on the quality of teaching to provide good quality training. Evidence during the inspection shows that this has been highly effective in raising the quality of teaching.
 - There is a clear understanding of the link between staff salary progression and pupil achievement, and more is expected of those teachers on the upper pay scale.
 - Classrooms and other areas of the school encourage pupils to think about how they can be successful learners and there is a rich and stimulating celebration of achievement.
 - Leaders have ensured that those entitled to support from the pupil premium funding are making improving progress in line with their peers through one-to-one tuition and intervention. This is communicated to parents and the community via the school's website.
 - Parents express concern about the recent changes in school leadership. Inspection findings do not support this concern. Through Parent View, parents expressed a high level of satisfaction with the work of the school.
 - The school's strong commitment to tackling discrimination and promoting equal opportunities for all pupils is reflected in the good achievement of all groups.
 - Safeguarding policies and procedures, supported by high-quality record keeping, meet statutory requirements.
 - The good provision for pupils' spiritual, moral, social and cultural development contributes to their responsible attitudes and their determination to succeed.
 - Curriculum enrichment through art and music provides exciting opportunities for pupils to develop particular talents and interests.
 - The local authority has provided valuable support for the school, and staff and governors have been keen to make the most of this partnership.
 - **The governance of the school:**
 - The governing body ensures that all statutory duties, including safeguarding, are fulfilled effectively, and that all resources, including staff and the pupil premium, are effective in raising achievement. Governors have been key drivers in identifying development needs and employing all resources to achieving the very best opportunities for all pupils to achieve high standards. They have a clear understanding of their role and continue to undertake good-quality training so that they provide a high level of challenge to hold school leaders to account. Their rigorous monitoring of school performance through their clear understanding of data leads to well focused planning for further improvement. They have a thorough understanding of the quality of teaching in the school and challenge staff effectively through a well-developed system of appraisal and its link with salary progression.
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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	115594
Local authority	Gloucestershire
Inspection number	401524
Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	388
Appropriate authority	The governing body
Chair	Joy Derby
Headteacher	Margaret Gwynne
Date of previous school inspection	18–19 May 2010
Telephone number	01242 524756
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