

South Lake Primary School

Campbell Road, Woodley, Reading, RG5 3NA

Inspection dates

19–20 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- Pupils' achievement is outstanding. All pupils make exceptional progress from their starting points.
- The headteacher, staff and governors have high expectations of pupils. Pupils reach above average standards in English and mathematics by the end of Key Stage 1 and Key Stage 2.
- The quality of teaching is outstanding. There is high-quality teaching across the whole school, from the Early Years Foundation Stage through to Year 6.
- Teachers and teaching assistants know the pupils well and support all abilities with their learning.
- Pupils' behaviour is outstanding. They are polite and welcoming. During lessons they are completely on task. They feel valued and safe throughout the school.
- Spiritual, moral, social and cultural development is promoted very well. There is a strong sense of community throughout the school. This enables a positive climate for learning in which relationships enable the children to be challenged.
- Leaders and managers have worked successfully since the last inspection to improve the effectiveness of the school.
- Governors know and support the school very well. They have an accurate view of the school's strengths and areas for development. They are not afraid to ask challenging questions and hold the senior leaders to account.
- Parents and carers are extremely supportive of the school and value its contribution to the development of their children. Those who have children with additional needs are supported very well.

Information about this inspection

- Inspectors observed teaching in 24 lessons, eight of which were jointly observed with the headteacher and both assistant headteachers.
- Inspectors looked at a range of evidence including the school’s improvement plan and self-evaluation, information on pupils’ progress, local authority monitoring reports, pupils’ work in books, policies on child protection and special educational needs, risk assessments, attendance records, minutes of governing body meetings, school and classroom displays and resources for the Early Years Foundation Stage.
- Meetings were held with two groups of pupils, the headteacher and assistant headteachers, subject leaders, the Early Years Foundation Stage leaders, the special educational needs coordinator, governors including the Chair of the Governing Body and vice chair, and a representative of the local authority.
- Inspectors listened to pupils read during lessons in Year 2 and Year 6.
- Inspectors talked to a number of parents and carers and took into account 57 responses to Parent View, the online Ofsted questionnaire.
- Inspectors took into account 45 staff questionnaires and a letter from a member of staff.

Inspection team

Jameel Hassan, Lead inspector	Additional inspector
Steve Howland	Additional inspector
Janet Watson	Additional inspector

Full report

Information about this school

- South Lake Primary is a larger than average-sized primary school.
- Children attend the Early Years Foundation Stage in Nursery part time.
- There are two classes in each year group in Years 1 to 6.
- The vast majority of pupils are from White British backgrounds with a small number of pupils from Indian, Pakistani and Mixed Black backgrounds.
- There is a breakfast and after-school club managed by the governing body.
- The proportion of pupils who speak English as an additional language is well below average.
- The proportion of those pupils who are disabled or have special educational needs supported at school action, school action plus or with a statement is broadly average.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in local authority care, pupils entitled to free school meals and those with parents or carers serving in the armed forces, is below average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The school has several awards, including the ICT Mark and an Arts Council Mark.

What does the school need to do to improve further?

- Increase the proportion of teaching that is consistently outstanding by making sure that:
 - all teachers make the most of every opportunity to encourage pupils to practise their writing and mathematical skills in other subjects
 - pupils are always given enough time to respond to teachers' written comments.

Inspection judgements

The achievement of pupils is outstanding

- Nearly all pupils make exceptional progress from their starting points. The Early Years Foundation Stage has developed rapidly since the last inspection and children's progress is outstanding. Children enter Nursery with skills that are below expectations for their age but by the time they leave Reception, their attainment is at least average and often above average.
- Attainment by the end of Key Stage 1 for the past two years has been significantly above average in English and mathematics.
- Attainment by the end of Year 6, for most ethnic groups, is above average. Pupils from all ethnic groups achieve very well, with the small number of pupils from minority ethnic backgrounds achieving at a much higher level than similar groups nationally.
- Over recent years the proportion of pupils making and exceeding typically expected rates of progress has been significantly above national average. The schools' current information on pupils' progress shows that this trend is set to continue.
- The few pupils for whom English is an additional language make outstanding progress because of the excellent opportunities to develop their speaking and listening skills in lessons. These pupils are able to converse quickly and take part, with appropriate resources and support in the majority of lessons.
- The achievement of disabled pupils and those with special educational needs is at least good and improving rapidly. Outside agencies, such as those offering occupational, physical and speech therapy, are used to good effect for those pupils who have specific learning, physical and emotional needs.
- By the end of Key Stage 2 there is no gap in attainment between those pupils eligible for support through the pupil premium and other pupils within the school.
- Pupils read widely and often and they have very positive attitudes towards reading. Phonic skills (letters and the sounds they make) are taught well. Pupils are confident readers and are able to use their phonics knowledge effectively to read difficult words. In 2012, Year 1 pupils exceeded the national expectations in the phonics screening check. Reading records are kept on each child to ensure their development is tracked effectively and that they are given appropriate reading books.

The quality of teaching is outstanding

- In Nursery and Reception, younger pupils benefit from learning in an outstanding environment where they can take appropriate risks. Excellent questioning is used to develop their language, number, social and physical skills and teaching is tailored according to the differing abilities of the pupils.
- Teaching is often inspirational and teachers have high expectations. Lessons are typically lively, active and vibrant. Different teaching strategies are used to encourage pupils to work together and collaborate in their learning. Guidance on vocabulary and punctuation is displayed in each class and referred to during lessons so that pupils are in no doubt as to what they need to include in their work. Pupils are able to assess their own learning with their peers in class, ably supported by the teachers.
- Teachers plan work at the right level of difficulty for all pupils. In a Year 5 lesson, the quality of pupils' learning was checked frequently to make sure that they were using correct punctuation and grammar as well as extensive vocabulary. Clear expectations by the teacher ensured that the pupils made excellent progress throughout the lesson.
- The quality of marking is consistent, with all staff using the school marking policy. Occasionally, in one or two classes, pupils are not given enough time to respond to their teachers' written comments.

- In a small minority of lessons there are missed opportunities for pupils to practise their writing and mathematical skills in other subjects.
- Pupils are very aware of their personal development and have specific targets that they can articulate during lessons. They have challenging targets in mathematics, reading and writing.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding. Relationships are strong between pupils and between pupils and adults.
- Pupils have excellent attitudes to learning. During lessons they are completely on task, willing to learn and are engaged in the activities that meet their needs.
- Pupils say that they feel valued. They feel safe throughout the school. They were keen to talk about the high fences, staff vigilance and fire drills which they believe keep them safe at school. Parents and carers believe that their children are happy and safe.
- Pupils have a good understanding of what bullying is. They use the acronym 'STOP' – meaning 'several times on purpose' – to remind them. Older and younger pupils are able to talk about the various types of bullying and all are confident that it would be dealt with by the caring staff.
- Staff have very high expectations of pupils' behaviour and use effective behaviour management strategies. Pupils are polite and welcoming, strengthening the warm and positive climate for learning throughout the school. During breaktimes pupils share the playground equipment without being told to do so, showing their caring nature which was evident throughout the school.
- Pupils who have just arrived at the school reported that they are settled and feel welcome. They have quickly made friends and the peer mediators have helped with this.
- Pupils learn and understand about various types of safety, including fire and road safety. They understand how to keep safe when using computers and parents and carers are given internet safety information via the school website.
- Fixed-term exclusions are extremely low and there have been no permanent exclusions for some time. Attendance is above average and the school has good systems in place to track attendance and punctuality. As a result of this there has been a reduction in the number of pupils who are persistently absent.

The leadership and management are outstanding

- The senior leadership has an accurate understanding of what excellent teaching and learning look like. The quality of teaching is checked effectively through the school's systems for managing teachers' performance. Teachers understand that they are responsible for the progress made by their pupils and senior leaders consider information on pupils' achievement when making judgements on the quality of teaching.
- The work of teaching assistants is also checked effectively, particularly if they are responsible for specific pupils who need additional support.
- The local authority works well with this outstanding school and has provided very effective support, including assisting the governors in managing the performance of the headteacher. This has helped to ensure that, since the last inspection, there have been considerable improvements to the quality of teaching and pupils' achievement.
- The school has accurate information on pupils' progress which is used well to check on the quality of their learning. Teaching staff update this information and discuss it in pupil progress meetings with the headteacher and assistant headteachers. Any pupils at risk of falling behind are identified quickly so that they can be given high-quality tailored support.
- There is a strong sense of community throughout the school. Pupils enjoy raising funds for those less fortunate than themselves. They benefit from getting involved in local sporting and musical events, such as the school orchestra which takes part in local competitions. Pupils are encouraged to take on responsibilities, for example as peer mediators, digital leaders, school

council members and eco warriors.

- Pupils have a good understanding of different faiths and cultures through activities in the classroom and through assemblies such as those on Hinduism and Islam. They also visit places of worship.
- There are excellent links between information and communication technology, mathematics, writing and reading. Science is taught effectively, making excellent links with the pupils' interests. Visitors help to bring learning to life, as do visits to places of interest. For example, pupils visited a local museum and dressed up as Victorians to enhance their learning about the Victorian era, and they visit Hampton Court when they study the Tudors.
- Excellent displays around the school are adorned with high-quality pupils' work, including some wonderful three-dimensional designs linked to work on ancient Egypt.
- The school has a very active parent association which raises funds that support the development of the school and its facilities. For example, the school has had an all-weather multi-use games area built. Its effective use was seen during the inspection for curriculum purposes, lunchtimes and after-school clubs. The renowned Reading basketball team uses this new facility with an after-school club so pupils have an opportunity to develop their basketball skills.
- The breakfast club and after-school club is well attended. Pupils benefit from the good provision during these sessions.
- Parents and carers are extremely supportive of the school and value its contribution to the development of their children. Those who have children with additional needs believe they are supported extremely well.

■ **The governance of the school:**

Governors know and support the school very well and play a significant major role in driving the school forward. They have an accurate view of the school's strengths and key areas for development and share the headteacher's vision for the school's future. Governors have a clear awareness of the quality of teaching across the school and this enables them to contribute to discussions on teachers' pay and performance. They bring a variety of educational and business expertise, which has been used to good effect and supported the school through difficult times. Having a good understanding of pupil performance information, they are not afraid to ask challenging questions and hold the senior leaders to account. The local authority provides training for the governing body. Governors make sure that the school meets statutory safeguarding requirements. Governors manage the school budget well and know how the pupil premium is being spent. Like all the staff in the school, they are strongly committed to making sure that all pupils have equal opportunities and this has resulted in outstanding achievement for all.

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	133383
Local authority	Wokingham District Council
Inspection number	403652

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	478
Appropriate authority	The governing body
Chair	Beth Rowland
Headteacher	Pauline Lamb
Date of previous school inspection	4–5 February 2008
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