

# Lakefield Church of England Primary School

Lake Lane, Frampton-on-Severn, Gloucestershire, GL2 7HG

**Inspection dates** 20–21 June 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' attainment is above average in reading, writing and mathematics, and continues to improve. Most pupils in all years make good progress in many subjects.
- Teaching is good and, occasionally, better. Excellent relationships promote pupils' self-confidence and independence, and encourage their enthusiastic attitudes to learning.
- Pupils' behaviour is outstanding. They are lively, curious and eager to help each other. They feel very safe at school, and are well cared for. Parents and carers have great confidence in the way the school handles their behaviour and personal development.
- Children are given a fine start to their education in the Nursery and Reception classes, where staff have an excellent understanding of their individual needs.
- The school is led confidently and decisively by the headteacher. School staff and leaders have high morale, and share similar ambitions to accelerate school improvement.
- Pupils are provided with a rich and exciting range of learning activities in and out of school. These enhance pupils' basic skills in literacy and numeracy, and help create a thriving learning environment.
- The governing body is well led, has a good understanding of the school's priorities for improvement, and continues to offer strong support for many activities.

### It is not yet an outstanding school because

- Not enough teaching is yet outstanding in order to enable some pupils to reach the well-above-average standards of which they are capable.
- Pupils do not receive consistent guidance on how to improve their basic writing skills and present their work neatly and accurately.
- Subject leaders in the school have not had enough opportunities to check on teaching and learning or observe examples of good or outstanding practice in order to develop higher skills.

## Information about this inspection

- Inspectors observed 18 lessons taught by nine teachers, including 10 that were observed jointly with either the headteacher or the deputy headteacher.
- Meetings were held with pupils, the headteacher, deputy headteacher, members of the senior leadership team, the Chair of the Governing Body and a representative of the local authority.
- Inspectors observed the school's work. They examined the school's improvement plans and its checks on how well it is doing, safeguarding elements, health and safety records, school policies, a range of pupils' work and information about their progress.
- Inspectors took account of 41 responses to the online Parent View survey.
- The inspectors examined 20 questionnaire responses from members of staff.

## Inspection team

Rodney Braithwaite, Lead inspector

Additional Inspector

Jean Whalley

Additional Inspector

## Full report

### Information about this school

- Lakefield Church of England Primary School is smaller than the average-sized primary school.
- Nearly all pupils are White British, the remainder coming from a range of other ethnic heritages.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for support through the pupil premium (additional funding for children looked after by the local authority, pupils known to be eligible for free school meals and children of service families) is below average. There are currently no children of service families in the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is organised into seven single-year classes and a Nursery.
- The school provides a well-attended breakfast club and an after-school club, which are both managed by the governing body.
- Since the last inspection, there have been a number of staff changes, sometimes on a temporary basis due to several maternity leaves.
- Following the resignation of the former headteacher, an interim headteacher was in place during the spring term, and the present permanent headteacher took up the post in April this year.

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

- Raise the amount of outstanding teaching in the school in order that very capable pupils are guided to reach well above average levels of attainment and progress by the time they leave, by:
  - helping teachers to improve their skills further by having regular opportunities to observe excellent teaching in the school and other schools
  - enabling all subject leaders to monitor teaching and learning throughout the school and actively support the development of colleagues' teaching skills.
- Accelerate improvements in pupils' basic writing skills by:
  - introducing consistent marking of pupils' writing by emphasising the development of greater accuracy in spelling, punctuation and presentation of work
  - encouraging the use of pupils' existing high skills of reading and comprehension to help improve their writing further.

## Inspection judgements

### The achievement of pupils is good

- The achievement of pupils is not yet outstanding because there has been some inconsistency in the progress made by all groups of pupils. Although many make the progress expected of them, not enough have made good progress in the past.
- The school correctly identified that this applied in particular to a few middle-attaining pupils, especially in mathematics. School leaders have taken effective action to improve the progress of these pupils, so that there is now a wide range of evidence and progress data to show that many pupils in all year groups are making good progress in mathematics, reading and writing.
- Most children enter the Nursery with skills and understanding corresponding to those expected for their age. They make good progress in all areas of their development in the lively and stimulating Nursery and Reception classes, because teaching successfully promotes their curiosity and eagerness to learn. Children make especially good progress in developing self-confidence, independence and their speaking skills.
- Pupils' progress in Years 1 to 6 is improving consistently in all years. Standards have risen in reading, writing and mathematics, so that many pupils in all years are working at levels above those expected for their age. Achievement in reading is particularly good.
- Similarly, disabled pupils and those with special educational needs, and the small number of pupils from different ethnic heritages, make good progress.
- The progress of more-able pupils is good, but as yet, the school has not made provision for some of these pupils to attempt to reach even higher standards. Leaders have identified several pupils who are capable of higher achievement, and they are now being given new and very challenging opportunities.
- Younger pupils, especially, link letters and sounds (phonics) well. This was seen in the good performance of pupils in Year 1 in the national reading check in 2012, when many exceeded the national average. The results of the recent test are even higher, especially those of more-able pupils.
- Pupils are enthusiastic readers and many reach above-average levels. They can name numerous favourite authors and books, and are not afraid to have their own views on them, one pupil commenting, 'I find Harry Potter hard going and much prefer The Lord of the Rings by Tolkien!'
- The small number of pupils known to be eligible for the pupil premium make good progress. In 2012, their overall attainment was similar to that of other pupils; they made better progress than others in reading and mathematics, and slightly less than others in writing.

### The quality of teaching is good

- Although teaching is consistently good throughout the school, it is not outstanding because teachers have not had sufficient opportunities to develop higher teaching skills, so that for example, some pupils who may be learning well can reach even better levels of learning.
- Some marking of pupils' work is very effective, giving clear guidance to pupils on how to improve their work. However, other marking praises frequently, but gives pupils little indication of how they can improve. In writing, for instance, too many basic errors in spelling and punctuation, and occasional careless presentation, are not pointed out by some teachers.
- Teaching in the Nursery and Reception is imaginative and sympathetic to the well-recorded needs of children. Staff find a good balance between guiding children's learning and encouraging them to develop their own independent learning skills. This was seen when children were absorbed with making porridge for Goldilocks and the Three Bears while role-playing the characters at the same time.
- Children in Reception were also transfixed by studying the creatures they had discovered in the pond in the school forest area.

- Teaching in all other years is good, and includes consistent planning, excellent relationships, good questioning skills and the promotion of a wide range of stimulating learning activities linked to the development of basic skills.
- Pupils in Year 6, for example, were observed using their new knowledge of calculating areas and perimeters to plan the positioning and space needed for different athletic events in the middle of an Olympic arena.
- Teachers do not, however, have enough opportunities to observe outstanding examples of good practice in order to hone their own skills further.
- Teachers are promoting literacy and numeracy well across all subjects. Together with a wide range of clubs and enrichment opportunities, this is helping pupils to develop good skills in subjects such as music, art, physical education and drama, and enhancing pupils' spiritual, moral, social and cultural education.
- Teachers work closely and effectively with well-trained and enthusiastic teaching assistants, especially when planning and guiding the interventions necessary to support disabled pupils and those with special educational needs.
- The analysis of pupils' progress is much improved, and detailed information is being produced more frequently and is successfully helping to raise standards in all years.

### **The behaviour and safety of pupils are outstanding**

- Pupils have excellent attitudes to school. They are always keen to learn and greatly value the wide range of learning opportunities provided for them. As one commented, 'Improving this school would be really difficult, as it is fantastic here.'
- They talk maturely about how well teachers organise their learning, 'They use all the things they buy, like smartboards and laptops, to help us. A lot of us are visual learners and learn by what we see.'
- Pupils enjoy excellent relationships with each other and adults. They are notably respectful and polite, as for example, the many times they said 'Thank you' to inspectors when talking to them.
- The school is very safe in their opinion, mentioning the front gates always being locked. 'It's not a big scary place, and it is always very welcoming. School is safer and more disciplined, and behaviour has definitely improved in the last year or so.'
- These comments reflect the great pride pupils have in the school and its achievements, for example in sporting competitions, like cricket, when older girls recently won a replica of 'The Ashes' urn.
- Children in Nursery and Reception settle quickly and confidently into school. They also are very aware of the need to stay safe in their classes and outside.
- Pupils report little problem with bullying or cyber-bullying. They have a keen understanding of many aspects of bullying, and are confident that staff deal with the few incidents fairly and quickly.
- They have a strong school community feeling and mention numerous examples of older pupils helping and looking after younger ones in activities involving reading or the use of technology. This effective promotion of pupils' spiritual, moral, social and cultural education contributes to a very positive environment where all pupils know they are valued.
- There is substantial evidence to show that strong and effective links to external support help the school to meet the needs of pupils whose circumstances make them the most vulnerable.
- Attendance is well above average, as it has been for a number of years, and exclusions from school are rare.
- Parents and carers are exceptionally positive about behaviour, and they, through Parent View, and the school staff, were unanimous in indicating that the school manages behaviour very successfully.

**The leadership and management are good**

- There are good strengths in the leadership and management of the school. The newly appointed headteacher, assisted by an effective team of the deputy headteacher and senior managers, has made a good start in continuing the improvement of the performance of pupils. This was needed after the disruption to the school caused by an excessive amount of staff changes.
- More effective checks on the progress of pupils are in place. The information produced is being used well by leaders to accelerate the progress of pupils since 2012. This has helped to ensure that pupils' achievement is once again securely good or better throughout the school.
- Excellent improvement has been made in extending children's independence in the Nursery so that they are very confident in making choices about their learning. These developments, together with the decisiveness and experience of the headteacher, indicate that the school has a good capacity to continue a programme of sustained improvement.
- The monitoring of teaching and learning continues to be developed rigorously, leading to good improvement to teaching, and is related clearly to school targets for development. At present though, subject leaders, other than in mathematics and English, are not sufficiently involved in the direct monitoring of the teaching and learning in their subjects.
- The development of a wider range of learning activities across all subjects has greatly helped the development of pupils' spiritual, moral, social and cultural education. This was demonstrated in a celebration assembly, when a large number of pupils received huge rounds of applause for their achievements in many different activities during the previous week.
- The school promotes equal opportunities and good relationships effectively in a fully inclusive way. Leaders make sure that there is no discrimination through gender, disability, special educational needs or ethnic heritage.
- The spending of the pupil premium is scrupulously monitored by leaders. Funding is allocated to several support aspects, including extra teaching support, improved resources and one-to-one support for individual pupils.
- The local authority has been involved with the school on a light-touch basis in recent times. It has indicated a willingness to offer more support should the school require it.
- Parents and carers are in strong agreement that the school is well led and managed. They are very pleased with the school's provision of a breakfast club and after-school club. Both are popular, enjoyable and well managed.
- **The governance of the school:**
  - Members of the governing body, led by an experienced and determined Chair, are both supportive and challenging. They take part in regular training, and have a good knowledge of the school's strengths and priorities for improvement. They have a good track record of dealing with school amalgamation and the development of the school environment and buildings. They are proactive in the life of the school, especially in promoting its strong relationship with the local community. Governors have for some time ensured that staff performance is linked to pay progression, especially relating to pupils' performance against school targets. Governors ensure that safeguarding arrangements are rigorously monitored, and that school policies are regularly reviewed.

## 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

<b>Unique reference number</b>	132248
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	411994

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	197
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Keith Withers
<b>Headteacher</b>	Ian Williams
<b>Date of previous school inspection</b>	10–11 December 2009
<b>Telephone number</b>	01452 740205
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