

Lakeview School

The Wixams, School Lane, Bedford, MK42 6BH

Inspection dates 18–19 June 2014

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

- Pupils' progress in Key Stage 2 is not consistently good enough. This is evident in reading, writing and mathematics.
- Teachers do not always provide activities that build on pupils' knowledge and understanding, so learning sometimes lacks challenge and is not matched closely to their abilities. This particularly slows the progress of the most able pupils.
- Teachers' comments when they mark work do not clearly show pupils what they need to do to improve it. Pupils do not always correct their work when something is wrong.
- Teachers' assessments of the standards pupils are reaching are not sufficiently thorough or accurate.
- Although pupils feel safe in school, some aspects of the policies and procedures concerning pupils' safety are not clear enough.
- A significant minority of parents and carers expressed concerns about all aspects of the school's work in their response to Parent View, as well as in discussions with inspectors and in writing.
- Although the headteacher and governors have worked with the local authority and an external consultant to improve the quality of teaching and learning, it is not yet good.
- Subject leaders do not play a full role in helping to improve teaching and learning.

The school has the following strengths

- Behaviour is good. Pupils are polite, courteous and friendly. They enjoy school and attendance has improved to above average.
- Progress is good in the Early Years Foundation Stage and in Key Stage 1.
- Some groups, especially pupils from minority ethnic groups and those who have special educational needs, achieve well.
- Staff and pupils work together to create a positive place in which to learn and work.
- The wide range of clubs and activities available to pupils contributes effectively to building their confidence and social skills.

Information about this inspection

- Inspectors observed nine lessons. Three of these observations were completed jointly with members of the senior leadership team. Inspectors also observed pupils at breaks and lunchtimes and attended assemblies.
- Discussions were held with pupils, staff, governors, the headteacher and a representative from the local authority.
- Inspectors took account of the 150 responses to the online questionnaire, Parent View. They also took account of correspondence from parents and studied 16 responses to staff questionnaires.
- A wide range of documents were examined including samples of pupils' work, information about pupils' progress, the school's development plan and self-evaluation, records of any poor behaviour, and safeguarding documents.
- Inspectors listened to pupils reading, and observed lessons provided to support pupils in their reading and lessons in which phonics (the sounds that letters make) were taught.

Inspection team

Sherry Gladwin, Lead inspector

Additional Inspector

David New

Additional Inspector

Full report

Information about this school

- Lakeview School opened in September 2009 with six pupils. The school currently caters for children aged 3 to 9 years. From September 2015, Year 4 pupils will remain in the school to form Year 5 and then Year 6.
- The school is an average-sized primary school.
- The majority of pupils are White British. The proportion of pupils from minority ethnic groups is above average. The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils known to be eligible for the pupil premium is below average. This is additional funding for pupils in local authority care and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is also average.
- The school works in partnership with Oxford University to improve the quality of mathematics teaching.

What does the school need to do to improve further?

- Improve the quality of teaching by ensuring that teachers:
 - show pupils clearly how they can improve their work, and insist that pupils make corrections where needed
 - provide work that is challenging, particularly for the most able pupils
 - assess pupils' attainment in reading, writing and mathematics consistently and accurately.
- Raise achievement in reading, writing, and mathematics, by:
 - making sure pupils in all classes practise reading and writing in a variety of subjects
 - developing pupils' confidence and ability to apply their arithmetic skills and solve problems in mathematics.
- Maintain an accurate and complete single central record of checks on teachers, and develop a clear policy matched with rigorous and safe procedures, on the taking of photographs of pupils by parents.
- Strengthen leadership and management by:
 - improving the effectiveness of communication and engagement with parents and carers, including over perceptions related to bullying
 - developing subject leaders' knowledge and skills so they play a full role in improving teaching and learning.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' progress varies between age groups and ability groups, and overall they are not reaching the standards they are capable of by the time they leave. Although the school judges that pupils make good progress in Key Stage 2, its assessment information is not fully accurate. Inspectors found that progress requires improvement for a significant proportion of pupils in reading, writing and mathematics. Some more-able pupils are not challenged enough to progress in line with their ability.
- Children enter Nursery with skills and abilities below those typical for their age. The majority of children progress well because of the well-taught range of stimulating activities, and enter the Reception class with skills and abilities closer to those expected for their age.
- In the Reception class, pupils are prepared well for Year 1. The majority of pupils achieve a good level of development by the time they leave Reception. However, progress is sometimes slowed by a lack of challenge, particularly for the most able children.
- In 2013, pupils achieved average standards in the national phonics screening check. The percentage who passed the check was an improvement on the previous year. Pupils are growing in their understanding of how to apply phonics to their reading and writing. Staff are developing their knowledge and skills of how to teach phonics effectively, as a result of the recent training they have received.
- Pupils achieved well overall in Key Stage 1 in 2013. They reached above-average standards in reading and writing, and broadly average standards in mathematics at the end of Year 2.
- The progress made by pupils who are supported by the pupil premium requires improvement. In 2013, eligible Year 4 pupils left the school on average two and a half terms behind their classmates in reading, writing and mathematics. The extent of the attainment gap between eligible pupils and their peers varies between year groups. In some the gap is closing, although not quickly enough. In the current Year 4, school information shows a widening gap.
- Disabled pupils and those who have special educational needs make good progress. In the case of these pupils, well-planned support from teachers and teaching assistants is underpinned by careful and accurate assessment of pupils' learning and individual needs. Small group sessions and one-to-one tuition are used effectively to close gaps in pupils' knowledge and understanding. As a result, pupils gain knowledge and skills well. A high proportion of pupils with special educational needs reached the standard expected in phonics in 2013.
- Pupils from ethnic minority groups often make better progress than their classmates. They too receive good support, and good attitudes to learning support their progress.

The quality of teaching

requires improvement

- Teaching is not good across all key stages. It does not support all groups of pupils to make rapid progress. Teachers do not plan learning consistently well, taking account of what their assessment tells them pupils already know. Consequently, the rate of progress between groups of pupils and across key stages is not consistently good in reading, writing and mathematics.
- Where teachers set high expectations of what they expect pupils to achieve, and plan learning

that supports high achievement, pupils respond positively by rising to the challenge of hard work and producing results that are in line with their ability. However, sometimes teachers do not assess the progress pupils make during the lesson and move them on promptly when they show they have mastered a concept and are ready for something else. In such cases learning slows, particularly for the most able pupils.

- The teaching of reading and writing, including phonics, is improving. Where pupils have had opportunities to practise reading and writing skills in a range of subjects, they have developed good technical skills in writing and improved their confidence in reading. In some classes, however, pupils are getting limited practice in using literacy skills in different contexts.
- Mathematics is not taught as well as reading and writing for all groups of pupils, particularly in Key Stage 2. Too often, the teaching focuses on repetition of calculations rather than embedding an ability to apply skills in solving problems and real-life contexts. Consequently, pupils, particularly girls, do not have the confidence or the skills necessary to solve problems using their knowledge of adding, subtracting, multiplying and dividing. The school recognises this area for development and has begun work with Oxford University to raise standards.
- Marking is not consistently good. Teachers follow the school's marking policy and mark pupils' work regularly. However, they do not clearly show pupils how they can improve the quality of their work and move to the next level. Comments do not focus pupils sufficiently on developing their technical skills, and teachers do not check that pupils make corrections to their work.
- Teachers' assessments of the standards pupils reach in reading, writing and mathematics vary too widely. The school has exemplars of pupils' work to support staff in determining national curriculum levels, but teachers do not use these consistently or accurately.
- Teachers and teaching assistants work well to plan learning that addresses gaps in knowledge and understanding of disabled pupils and those who have special educational needs. Effective small group sessions and individual tuition were observed during the inspection. As a result of careful planning and monitoring, pupils make good progress.
- Classrooms are positive learning environments because adults and pupils work well together and show mutual respect. Teaching is most effective in the Early Years Foundation Stage and in Key Stage 1.

The behaviour and safety of pupils requires improvement

- The school's work to keep pupils safe and secure requires improvement. Current arrangements do not give enough clarity on the photography allowed by parents and carers when their children are involved in events such as performances and sports day. In addition, while the single central record of checks on staff meets statutory requirements, some minor administrative errors had to be corrected during the inspection.
- Pupils report that they feel safe in school. They understand how to keep themselves safe, including through safe use of the internet. Pupils enjoy coming to school and attend punctually so classes start on time. Attendance has improved over the past year and is now above average. The school uses the pupil premium to promote good attendance by eligible pupils. All absence from school is investigated promptly.
- The behaviour of pupils is good. Pupils are courteous, polite and friendly. They are helpful and spontaneously hold doors open, stepping aside to let others pass by. Behaviour is good in the

Early Years Foundation Stage.

- Pupils' attitudes to learning are positive. They listen to adults and follow instructions quickly and sensibly. Children settle quickly in the Reception class, and respond well to teachers' expectations and established routines. Pupils are eager to learn and enjoy research and presenting their findings to others.
- Pupils behave sensibly around the school. They have opportunities to serve the school in a range of ways, such as by representing their class on the school council, or assisting with registers and assemblies. These opportunities help pupils to develop responsibility and self-confidence, and strengthen the school's sense of community.
- Pupils understand right and wrong. They show understanding of some of the different types of bullying and can explain how name-calling is hurtful. Pupils stated that some bullying does occur and a few felt that it was not always dealt with quickly by staff. A significant minority of parents do not feel that the school promotes a good standard of behaviour or tackles bullying effectively. Inspectors found that the school does investigate incidents of poor behaviour and bullying, and takes appropriate action to resolve them.

The leadership and management requires improvement

- The headteacher is supported by staff, governors and the majority of parents. However, a significant minority of parents do not have full confidence in the school. In particular, they feel that the school's leaders do not respond well to their concerns.
- The school reviews pupils' progress each half term. However, the rigour and accuracy with which assessments are conducted are not consistently good. As a result, leaders' judgements about how well the school is doing are sometimes too positive. Staff have not had suitable training to ensure robust approaches to assessment.
- The senior leadership team is supported by subject leaders in checking pupils' progress. However, subject leaders do not yet engage in joint lesson observations with senior leaders and they have limited understanding of how to judge teaching and learning. Subject leaders have not had enough training to develop knowledge and skills, so they are better placed to improve teaching and learning.
- Leaders have developed appropriate systems to manage the performance of staff. Teachers' individual targets are linked to key priorities in the school development plan, which identifies the correct areas for improvement. For example, well-thought-through strategies, including the purchase of reading materials and training, have equipped staff to teach phonics more effectively. Leaders have worked with the local authority to improve the quality of teaching in English and mathematics. They know what to do to improve the school.
- The pupil premium is used to provide small group and one-to-one support for pupils, pay for hot lunches, train staff and purchase resources to improve reading and teaching in phonics and mathematics. A range of clubs including Italian is also available to eligible pupils. However, the school is not yet fully effective in closing attainment gaps between these pupils and their classmates.
- The primary school sports premium is used to improve the quality of physical education and extend the range of sports on offer. Specialist coaches provide input to after-school clubs. The school participates in the Bedfordshire sport initiative. Pupils have access to swimming lessons

for a part of the school year. The impact of the sports premium has not yet been evaluated but pupils say they enjoy the range of activities.

- Pupils enjoy a broad range of subjects, which are supplemented by clubs, activities and educational visits. The school uses the pupil premium to ensure that eligible pupils can participate in these learning experiences. Classroom learning is supported by assemblies and visitors to the school. All of these aspects make a good contribution to pupils' spiritual, moral, social and cultural development.
- Pupils do not all have an equal opportunity to succeed. They are generally free from discrimination and bullying. However, they do not make good progress in all key stages and different groups do not always achieve as well as they should in reading, writing and mathematics.
- Leadership and management are good in the Early Years Foundation Stage.
- **The governance of the school:**
 - Governors are skilled and come from a range of professional and social backgrounds. They are committed to improving the quality of teaching and learning, and raising pupils' achievement. They have the right systems to get a good understanding of the school, but because some of their understanding is based on the school's assessment information, it too can be over-positive. Governors do, however, make sure they have first-hand experience of school life due to their links to key aspects in the school development plan and the regular visits they undertake. Governors provide challenge and support to the senior leaders as they monitor progress towards the targets identified in the school development plan.
 - Governors are well trained. They use pupil performance information to set progress targets. Governors understand the contribution that good teaching makes to pupils' achievement. Staff performance is managed well, including that of the headteacher. Pay rises and promotion depend on staff meeting their targets, including good teaching. The school's finances are managed well and it is fully staffed.

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	135374
Local authority	Bedford
Inspection number	443802

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	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Craig Baker
Headteacher	Susan Vint
Date of previous school inspection	20 October 2010
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