

Lakeside Primary School

Alphington Avenue, Camberley, GU16 8LL

Inspection dates 20-21 January 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher's strong drive for school improvement is shared by all staff and has resulted in improvements since the previous inspection.
- All groups of pupils achieve well because teaching is good and support is effective. Pupils are currently working at the national average..
- Disabled pupils and those who have special educational needs receive effective support from teaching assistants and make good progress from their different starting points.
- Children get off to a good start in the early years provision. Teaching of phonics (the sounds which letters make) is particularly strong and children show good levels of skill in reading and writing.
- Good teaching helps pupils to acquire new skills quickly and to develop a love of learning. Teachers plan exciting work that engages and motivates pupils well.
- The school provides effectively for pupils' spiritual, moral, social and cultural development.
- Pupils behave well both in lessons and on the playground; they feel safe. They have positive attitudes to learning and enjoy working together.
- The governing body is effective in supporting and challenging the school, working well with staff to improve teaching and achievement.
- The very large majority of parents and carers are very happy with the quality of education and care provided for their children.

It is not yet an outstanding school because

- Pupils do not have enough opportunities to practise their writing in a wide range of subjects or to write extended pieces of work.
- While work is set at different levels for pupils of a range of abilities, this occasionally does not sufficiently stretch the most able pupils. Pupils do not always respond to teachers' advice on how to improve their work.

Information about this inspection

- The inspectors observed 24 parts of lessons, some were jointly seen with the headteacher and deputy headteacher. They also listened to pupils read in Years 1 and 2 and discussed with them their views about their favourite authors, books they have read and those they are currently reading.
- The inspectors observed the school's work. They looked at the work in pupils' books and also reviewed a wide range of documentation, including the school development plan and records of pupils' attainment and progress. They also reviewed documents related to pupils' attendance, behaviour and safeguarding.
- The inspectors met with members of the governing body, senior and middle leaders, a representative of the local authority and groups of pupils.
- Inspectors considered the 183 responses to Parent View, the Ofsted online questionnaire, the school's most recent survey of parents' views and spoke with several parents at the start of the school day.
- The inspectors took into account the views expressed by staff in the 32 questionnaires they returned.

Inspection team

Richard Blackmore, Lead inspector

Additional Inspector

Peta Dyke

Additional Inspector

Clare Beswick

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The early years provision consists of two full-time Reception classes and a Nursery class where children attend part time.
- The large majority of pupils are White British.
- Around one in seven of the pupils is identified as disabled or with special educational needs. This is an average proportion.
- About 15% of pupils at the school are eligible for pupil premium funding for disadvantaged pupils. This is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- Since the previous inspection, there have been significant changes to the staff in leadership and teaching positions. More than 10 new teachers have been appointed to the school.
- The school meets the government's current floor standards which set the minimum expectation for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Ensure that teaching is consistently effective by:
 - making sure the school's marking scheme is consistently applied across all subjects and year groups, so that pupils respond to and are challenged by, the comments made by teachers on how to improve their work.
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- Improve achievement in writing by ensuring that:
 - teachers provide more opportunities for pupils to develop their writing skills by writing at length on a more regular basis
 - pupils practise their writing skills in other subjects more frequently.

Inspection judgements

The leadership and management are good

- The headteacher is tenacious in seeking improvements. Since the last inspection, she has recruited a strong new team and keeps all leaders and teachers firmly focused on improving their teaching to ensure pupils' progress has speeded up and is good. By carefully checking each teacher's performance, she is able to link targets set to individual training. She makes sure only good classroom practice leads to salary progression.
- Subject and other leaders have received very effective training and as a result have established strong monitoring systems and meet regularly to discuss the progress of individual pupils. The gathering of such information is not only routine, but also accurate and checked by external bodies, including other schools and the local authority.
- The school seeks to enrich pupils' learning and provide them with memorable experiences through visits to places of interest and bringing visitors into the school. For example, Year 2 pupils were thrilled by, and participated very enthusiastically in, Indian dancing, understanding the significance behind some of the movements. Through these activities, their social, moral, spiritual and cultural development is well supported.
- Professional development opportunities for staff, including visiting other schools, coaching and whole-school training, have helped many teachers to improve their practice. Leaders have taken good action to induct new staff and been resolute in their determination to recruit only those who are high-quality teachers. Individual teachers' specific areas of development have a high priority within the school's effective arrangements for managing teachers' performance.
- Good quality care and guidance for all pupils are evident in all aspects of the school's work. The headteacher has ensured the support for pupils' spiritual, moral, social and cultural development is of good quality and enriches their experiences well.
- The local authority has provided ongoing support, directed at correctly identified areas for improvement. This support has impacted well on improving the areas of middle leadership identified as weak at the time of the last inspection, and the quality of teaching.
- The primary sports funding is being used to bring in specialist coaches and, from September, to provide all pupils with extra time for physical education each week. The school participates widely in a range of competitive sports across the authority and provides a good range of extracurricular clubs and activities to promote pupils' health.
- The school has worked well to review its assessment procedures and curriculum. The curriculum is broad and balanced and meets national requirements. The provision helps pupils to prepare for life in modern Britain because there are numerous well planned events to help them understand and appreciate different cultures. Staff are very aware of the need to ensure they continually review provision, for example the computing curriculum, to make sure it is up to date.
- The school's commitment to equalities and promoting diversity is strong. Staff act quickly to tackle discrimination; they ensure that pupils are treated fairly. The learning environment is safe and calm, which enables good behaviour and good learning to flourish. Additional funding is used effectively to help disadvantaged children make good progress.
- Safeguarding and child protection arrangements meet statutory requirements and ensure pupils are safe in school.
- **The governance of the school:**
 - The governing body has improved its effectiveness considerably following the previous inspection. Governors are now very aware of the school's performance because they monitor closely and analyse assessment data more rigorously. They make good use of the detailed information they receive from staff and other governors, especially the chairs of committees, to ensure that they know the school's strengths and what needs to improve in teaching and achievement. They use data effectively to compare the progress of different groups of pupils and hold senior leaders to account. School finances are closely monitored and planning for the future is part of the cycle of work undertaken. Governors carefully evaluate the impact of additional funding, such as the pupil premium for disadvantaged pupils. If desired outcomes are not achieved, the funds are directed into other initiatives to ensure success. Governors recognise their responsibility to take account of data and performance management information when making decisions about teachers' pay progression.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are well mannered and confident and say they enjoy school. They make friends easily and often play with those from other year groups and classes.
- Pupils are polite and courteous and behave well in lessons and during playtimes. They enjoy coming to school. They are keen to take responsibility, for example in the school council. This, combined with their involvement in the European Local Democracy initiative, means they have a good understanding of democracy and the importance of the mutual respect for the opinions of others.
- Pupils take pride in their work and its presentation. They support each other well when working on tasks together or sharing ideas about how work can be improved. Their attendance has risen to the point where it is now a little above average.
- Pupils' behaviour is managed successfully and they understand what is expected of them.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they are well looked after and that they feel safe in school. At break and lunchtimes, pupils are well supervised by staff. The pupils play well together and have a range of equipment available to them that they can use to keep active in a safe environment.
- Pupils have a good understanding of the actions and effects of bullying and say that there is very little bullying behaviour in the school. Isolated cases of alleged bullying in the school records are sensitively dealt with and the school offers excellent support to those pupils and parents involved. Pupils know where to seek help if they have any worries.
- Pupils know what constitutes an unsafe situation and the action they should take to keep themselves safe, including when using the internet. Most parents who responded to 'Parent View' and those who spoke to inspectors were confident that their child is well looked after and kept safe.

The quality of teaching

is good

- Teaching is consistently good across the school. It has improved significantly since the previous inspection due to actions taken by leaders and managers. For example, in mathematics and English, the subject knowledge of teachers has increased due to highly focused training events from a wide range of core subject specialists. This is reflected in the quality of pupils' work, the progress pupils make and in teaching and learning.
- Good teaching is leading to much improved and good progress by pupils. Teachers and teaching assistants monitor the performance of pupils well and as a consequence teaching in reading, writing and mathematics is generally well planned to meet the needs of learners. During the inspection, teachers structured learning effectively around groups of pupils with similar abilities, using assessment information well.
- The most able pupils are usually challenged and given opportunities to extend their learning because teachers have improved the way they plan for this group of pupils. This leads to good progress but occasionally, work set in lessons is not demanding enough, and this hinders the progress pupils make.
- Teachers and teaching assistants question pupils carefully to make them think hard and develop their understanding further. This has a good impact on the progress they make in lessons. For example, in a Year 6 English lesson, pupils were continually challenged by the teacher to justify their arguments for and against school uniform.
- The teaching of reading is effective. Some pupils find phonics difficult, and additional support is provided for them. As a result, they achieve well by the end of Year 2, and develop into effective readers by the time that they are in Year 6.
- The teaching of mathematics is good; teachers use visual aids and equipment effectively to help pupils to understand fully what they are learning. Pupils practise their skills well in other subjects and the development of their numeracy skills is consistently well planned.
- Disabled pupils and those who have special educational needs are quickly identified and support is provided which helps them overcome the difficulties that they face. In particular, teaching assistants are used effectively and adopt a wide range of techniques to support such pupils, founded on clear planning and knowledge of their needs and abilities.
- Staff have strong working relationships with pupils and widely praise their efforts, which stimulates many to try even harder. They are motivated through verbal feedback and strategies such as 'pinking and greening', where staff highlight what pupils do well and where they need to improve. Some of this

feedback, in particular for the older pupils, is very detailed. However, there are times when pupils do not act on the advice given by teachers and this limits the progress they make.

- Pupils are given regular opportunities to write for different purposes. During one lesson, pupils were totally engrossed in a task which required them to think as pilots, writing about the Battle of Britain. However, pupils are not given enough opportunities to write at length or in a wide range of subjects, and this means that they do not make as much progress as they could.

The achievement of pupils

is good

- School assessments indicate that pupils' attainment is rising rapidly; progress has improved and is now good. Evidence from the inspection shows that attainment is on track to be above the national average in 2015. In previous years, national test results had shown slower than expected progress because leaders had not sufficiently helped teachers to improve and there was a legacy of weaker teaching.
- Case studies on pupils from different ability groups, disabled pupils and those who have special educational needs, minority ethnic pupils and those who are eligible for the pupil premium highlight the good support and the rapid progress made by pupils in English and mathematics. Pupils make particularly good progress in reading and mathematics.
- The progress the pupils make has continued to accelerate since the monitoring visit by Her Majesty's Inspector in May 2013 and has been the result of leaders robustly adopting the recommendations made. In particular, all leaders have made sure that there are clear judgements on the progress and achievement of different groups of pupils in lessons and when analysing performance data and pupils' work.
- School data and work in pupils' books show that the most able pupils make good progress and achieve higher levels in their work than previously in reading, writing and mathematics. Despite this, more remains to be done to ensure the highest level of challenge is provided for this group of pupils in all classes so that they make the progress of which they are capable.
- Pupils enjoy books and their reading skills typically develop well. They are confident in using a range of strategies to tackle difficult words. Reading at home is also promoted well through good home-school links.
- In the Year 6 national reading tests in 2014, pupils known to be eligible for the additional pupil premium funding were slightly ahead of other pupils in the school but in writing were over a year behind and in mathematics were nearly four terms behind. In relation to other pupils nationally, these pupils were slightly ahead in reading but nearly five terms behind in writing and mathematics. This group now makes much faster progress than most pupils nationally. Consequently, the gap between their attainment and the national average is closing rapidly, especially in Key Stage 1.
- The progress of disabled pupils and those with special educational needs has risen now that teachers are being held much more responsible for their achievement. This has improved the way they plan to support their learning. Thoughtful and sensitive support for disabled pupils is enabling them to be integrated well into almost all lessons and to progress at least as well as others in their class and sometimes better.

The early years provision

is good

- Children arrive with skills and abilities typical for their age. They make good progress in the Nursery and Reception classes, particularly in gaining skills in their speech and language, due to well-targeted support and the use of a wide range of agencies to meet their needs. A large majority of children reach a good level of development.
- Teachers accurately track how well children are progressing in their learning, and this information is used to plan activities that are designed to meet each child's needs. Support staff are well briefed to guide children into those tasks and activities most relevant to them. Any children who have additional educational needs are quickly identified and support is provided.
- Teaching in the early years provision is good. All staff have high expectations of what the pupils can achieve and of their behaviour. The school's values are as prominent as they are elsewhere in the school.
- The early years provision is well led. As a result, there are good procedures in place to keep children safe at all times while in school. Provision for children's spiritual, moral, social and cultural development is good. Children learn to share and to be kind to their peers. This ensures that children feel safe and secure and are ready to learn.

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	453481

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	406
Appropriate authority	The governing body
Chair	Chris Hadley
Headteacher	Jennifer Rogers
Date of previous school inspection	5–6 February 2013
Telephone number	01276469200
Fax number	01276675916
Email address	admin@lakeside.surrey.sch.uk

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