

Lakeview School

School Lane, Wixams, Bedford MK42 6BH

Inspection dates	7–8 July 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Senior leaders, staff and governors have worked successfully to improve Lakeview School so that it is a school of choice which is at the heart of this new and growing community. The very large majority of parents express confidence in the way the school is led and managed.
- Over the past two years, the headteacher's resilient and determined leadership has led to significant improvement. Senior leaders and staff are supporting her well to improve the quality of teaching and raise standards for all pupils.
- Teaching is effective because teachers know their subject well. They are dynamic, passionate about their work and give pupils clear and frequent guidance to help them learn. As a result of good teaching, pupils achieve well.
- Pupils behave well and know how to keep safe. They are happy and attend school regularly. Provision in the early years is good. Children get off to a good start and are very well prepared for Year 1. With the support of staff, the leader for the early years ensures that parents are closely involved in their children's learning.
- Pupils' social, moral, spiritual and cultural development is a strength, and effective work on developing pupils' understanding of British values ensures that the school is a harmonious place in which to learn and play.
- Governors understand the school's work well. They carefully check progress against key priorities and use their knowledge of the school well to challenge leaders effectively.

It is not yet an outstanding school because

- Assessment is not accurate enough. This means that some of the most able pupils are not identified and weaker aspects of teaching limit their progress.
- The leadership of some subjects is not yet good.
- Actions taken following the rare incidents of bullying are not sufficiently clear. As a result, a few families are critical of the way the school applies its behaviour policy and communicates with them.

Full report

What does the school need to do to improve further?

- Improve the outcomes of most-able pupils by:
 - improving the accuracy of assessment
 - reviewing the criteria used to identify most-able pupils
 - setting work that deepens their understanding across subjects
 - checking that the 'expert tasks' are challenging enough.
- Improve the leadership of subjects so that:
 - the evaluation of teaching focuses on its impact on pupils' progress
 - the information gathered is used to make teaching outstanding across subjects and classes
 - staff demand more of pupils of all abilities to accelerate progress
 - assessment is used to gather accurate performance information in subjects other than English and mathematics
 - reports to governors include information on pupils' achievement and progress across the curriculum.
- Consolidate the application of the behaviour policy so that the rare incidents of bullying are tackled openly and parents understand the actions taken.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has been instrumental in maintaining the strengths identified at the previous inspection and tackling the school's weaknesses over the past two years. Her confidence in the staff and relentless focus on improving the quality of teaching and learning have led to significant improvements.
- Teaching is now good. Provision and pupils' outcomes in the early years and at key stage 1 continue to be good. Above-average levels of attendance have been maintained. Achievement and progress at key stage 2 are much improved and outcomes are now above average. Links with parents and carers have been strengthened and the very large majority of parents are positive about the school.
- The headteacher has worked effectively to give the school a place of importance at the centre of this newly established community. Many parents and carers say that they have seen the school develop successfully and that the growth of the school, soon to be a full primary school, has been well managed.
- The two assistant headteachers provide effective leadership and promptly identify training where it is required. With the support of other senior leaders, they are improving learning and assessment. Because the school required improvement at key stage 2, leaders rightly targeted their efforts towards improving key aspects of provision in these years and in English and mathematics. In these subjects, the quality of teaching and pupils' achievements is evaluated in great detail.
- In other subjects, the work of leaders in improving the quality of teaching and developing good assessment practice is underdeveloped. Some subject leaders are new to their role. Recent subject reports to governors have insufficient information on pupils' achievement across the curriculum. Subject leaders are not gathering enough information to check that teaching is having the desired impact on pupils' progress. These checks are required to ensure that achievement in all areas matches that of the best.
- The systems in place to manage the performance of teachers and plan further training are rigorous. Leaders ensure that good quality of teaching is maintained when staff changes are necessary. Several teachers, particularly at key stage 2, are new to the school or fairly new to the profession. They receive good induction and guidance. Analysis of the online Ofsted questionnaires shows that staff are very positive about the leadership at the school and about the support they get to help them improve their work.
- Staff have designed a curriculum that motivates pupils. Many pupils told inspectors that learning was 'so enjoyable' and that teachers 'made it fun'. Educational visits to places such as Whipsnade Zoo or the Natural History Museum in London are bringing the curriculum to life. Recent world news, such as the escape of the lynx from Dartmoor Zoo, is exploited well to trigger pupils' imagination and creativity. Pupils have a good understanding of the key skills they need to succeed when they move up the year groups and ultimately to their secondary schools. In addition, the many activities offered through 'Golden Time' are effectively developing pupils' physical, creative, computing and artistic skills.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils proudly explain how the school's values and the celebration assemblies are helping them to cultivate good attitudes to learning. Pupils understand moral and cultural issues well because of the good range of extra-curricular activities, special events and resources available to them. For example, during this inspection, very young children in the early years were observed learning to take turns at their sports day. Older pupils have many opportunities to reflect on rights, responsibilities and the principles behind modern British values. Consequently, pupils are well prepared for their future lives in Britain.
- Leaders and governors use the additional funding for sports and physical education effectively. They ensure that pupils benefit from expert coaching in a range of competitive and collective sports. A particular focus is placed on improving specific skills and tackling inequalities, such as the lower participation of girls with cheerleading and street dance now popular.
- Soon after the 2014 inspection, the school took action to undertake an external review of the use of the pupil premium funding. The action plan following the review is making a positive difference. The pupil premium funding for disadvantaged pupils is used effectively to support their learning and personal development. As a result, gaps between this group of pupils and others in the school are closing. Senior leaders and governors check regularly the progress of these pupils.

- The additional funding for pupils who have special educational needs and/or disabilities is targeted well where it is needed. Teaching assistants meet frequently to ensure that interventions are well matched to gaps in pupils' learning. Some training is of great value to the school, such as training in play and art therapy. Several parents praise the school for its work in this area. One mother said, 'My daughter is blossoming here. I cannot fault this place.'
- Parents are appreciative of the school. They believe that, as a result of staff's hard work, the school is much improved. Inspectors confirm the positive views of many parents because staff do their very best to enable pupils to thrive and learn in a safe, supportive environment. Parents who are less happy about the school's approach to managing behaviour appreciate the positive relationships the teachers and teaching assistants have developed with them and their children. Many parents said that teachers form a dynamic group of committed professionals.
- The local authority provided well-targeted support after the previous inspection and frequently checked the school's own evaluation. Senior leaders responded positively to this external support. Staff are open to sharing effective practice with other schools and the leaders' capacity to sustain improvement is strong.
- **The governance of the school**
 - The governors' school improvement group (GSIG), chaired by the local authority, has been instrumental in improving the school. Governors audit their skills and review their own responsibilities rigorously. They check the work of the school through frequent visits, often specifically linked to the key priorities of the school improvement plan. These checks, alongside meetings of the more formal GSIG and full governing body, provide an effective structure which governors use to hold leaders closely to account.
 - Governors question the school's leaders effectively because they receive information about pupils' outcomes in English and mathematics. Detailed analysis of performance information in other subjects is not readily available and this aspect of the school's work requires consolidation. Governors ensure that funding is spent wisely and that teachers' pay progression depends on how effective they are in helping pupils make good progress.
- The arrangements for safeguarding are effective. The school has made its policies and procedures even tighter after the previous inspection and staff know exactly what to do to ensure that pupils are helped to keep safe. Pupils say that they feel safe when they are at school. For some, the school offers a place of respite. Senior leaders are approachable and highly visible around the school. Pupils say that any concerns they have will be addressed. Some parents, however, are not yet convinced. This is, in part, due to the application of the behaviour policy and unclear communication with parents. All staff have received relevant safeguarding training. The school provides good support to families and those in need of intensive support are helped at times of crisis. Governors ensure that their statutory duties in relation to safeguarding are met. They keep their own safeguarding training under review so that they continue to be well-informed of any safeguarding issues.

Quality of teaching, learning and assessment is good

- At the time of the previous inspection, teachers were asked to assess pupils' work better in English and mathematics. They also had to ensure that pupils practised their reading, writing and mathematical skills across subjects and to check that pupils corrected their work when making mistakes. Senior leaders and staff have worked well on these recommendations so that teaching is now good across the school.
- The focus of senior leaders on securing high-quality training for all teaching staff, particularly in literacy and mathematics, has paid dividends. Teachers use questioning well to probe pupils' understanding. They encourage them to explain why they are choosing to write a story in a particular style or solve their mathematical problems in a particular way. Teaching is effective across subjects.
- Well-planned resources to meet pupils' needs have successfully helped to close the gaps between different groups of pupils. For example, the attractive outdoor areas have been particularly successful in encouraging boys to read. The different learning zones in the early years make a strong contribution to children's successful learning. Teachers and pupils make good use of learning time, including during Golden Time. In the classroom, pupils move without fuss from one activity to the next.

- Pupils who have special educational needs and/or disabilities are taught well. The assistant headteacher responsible for this area is knowledgeable and gives good leadership to staff. The teaching assistants know the specific needs of their pupils. They provide discreet one-to-one support and use their own professional initiative, for example helping other pupils in class and not just the least able.
- Teachers and pupils treat one another with mutual respect. The very good relationships create the right conditions so that pupils are confident to ask for help when they do not readily understand new learning. Teachers' good subject knowledge allows them to spot errors in pupils' work and to provide helpful advice to make improvements. The use of homework is a strength because it is interesting, has high status and the open-ended tasks develop pupils' study skills successfully.
- The school is developing its own assessment system. This new system was designed to provide senior leaders with an accurate picture of pupils' progress in English and mathematics, but this is not yet entirely successful. Teachers have become so careful about assessing pupils' progress, and to some extent worried about getting things wrong, that they have lost some of their professional confidence. Work is often of a better quality than is actually recorded.
- Assessment is not used well enough across all subjects of the curriculum to identify and meet the needs of most-able pupils. In some subjects and classes, teachers do not set challenging enough work for them.
- In the early years, teaching is effective because plans are thorough and assessment from teacher-led activities is used well to help children develop further. Speaking and listening skills are used effectively to prepare pupils to read and write.
- The recently appointed English leader is developing a consistent approach to teaching reading, ensuring that pupils read for pleasure as well as for a specific purpose. She acknowledges that more work is required to improve guided reading and to ensure that teachers check reading logs carefully. Pupils who speak English as an additional language learn to read quickly because staff articulate key words carefully and give these pupils frequent opportunities to practise their pronunciation when reading. Teachers are selecting relevant topics to encourage pupils to write at length for a range of audiences and purposes.
- In mathematics, a consistent approach to the teaching of key skills results in improved progress for pupils from their varied starting points. The school is consolidating its work to ensure that pupils achieve equally well in this subject and to close attainment gaps between groups. Staff training is developing teachers' expertise and many strategies are used to present new work in a fun and concrete way.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' personal development is not outstanding because they are not often curious enough and rarely ask questions to further their understanding.
- Pupils enjoy working hard and trying their best. They are successful learners because they are well behaved, even when they complete their work quickly if teaching is less demanding than it could be.
- Pupils are happy because they feel safe and are well cared for. Staff follow correct procedures in response to concerns they may have about individual pupils. Pupils were observed behaving very safely. They understand how to stay safe, including when using the internet.
- Pupils respect the views of others. They understand the school's 'Golden Rules' and no pupil wants to be in the 'Blue Book' where poor behaviour is recorded. Pupils have a good understanding of the school's values. The oldest pupils like to volunteer for jobs, such as helping the youngest children during their sports day. Members of the school council enjoy the responsibilities that they are given. Their views are considered when decisions are required, for example on meal choices and the school's uniform.
- Pupils are very active. They play well together on the playground and in their physical education lessons. Older pupils are good role models for younger children in the school. They spontaneously hold doors for them and help them if they are worried. Pupils who are new to the school said that they made friends very quickly.
- Displays around the school show pupils' good spiritual, moral, social and cultural development: for example, in learning about different faiths, taking part in family fun days and contributing to the food bank. Their role as good citizens is well evidenced. Pupils get involved in their local community, such as through football teams and the Brownies.

Behaviour

- The behaviour of pupils is good.
- In lessons, pupils are very well behaved, and they listen attentively to adults and to each other. The school is a calm and orderly environment. As a result, pupils learn well. One inspector saw some examples of excellent behaviour during a celebration assembly and during Golden Time where pupils behaved extremely well even when not directly supervised.
- In the early years, behaviour is also good. Children share toys, respond well to instructions and are more than happy to stop outdoor play to get back to their learning.
- Pupils are aware of different types of bullying. Bullying and other forms of discriminatory behaviour are rare. Pupils say that they have no hesitation telling an adult if they need help. They also said that issues are usually sorted quickly.
- A very small number of parents who responded to Ofsted's online questionnaire, Parent View, or spoke to inspectors are concerned about a few cases of bullying. Inspectors found that incidents are thoroughly investigated. Bullying is not tolerated. However, the application of the behaviour policy is not clearly explained to parents. Responses to incidents of bullying are not sufficiently detailed so that parents understand how bullying is investigated and are clear about the reasons behind the actions taken. This is why behaviour is not outstanding.
- Pupils want to attend school. Attendance is above average and punctuality is very good.

Outcomes for pupils

are good

- The above-average outcomes of past years in the early years and at key stage 1 have been maintained. Outcomes for pupils at key stage 2 have improved and are now good, especially in English and mathematics. There are no key stage 2 results because the school has no Year 6 pupils yet and the first set will be published in 2017.
- Senior leaders and governors ensure that pupils make good progress from their starting points. The quality of pupils' work in books and the most recent assessment information indicate good progress and at least average attainment in English and mathematics. Leaders have accurately identified areas for improvement and their actions have been effective in eliminating weak performance at key stage 2 in particular.
- In the early years, the relentless focus on assessment and development of speaking and listening ensures that pupils make good progress in developing their skills. By the end of Reception in 2015, an above-average proportion of children reached a good level of development. This has been further improved in 2016. Children leaving Reception get off to a flying start in Year 1. Their strong outcomes, particularly in physical development, speaking and listening, ensure that they are well prepared for the key stage 1 curriculum.
- Effective teaching of literacy and mathematics across the school has ensured that pupils make good progress. Since the 2014 inspection, achievement at the end of key stage 1 has improved further in reading, writing and mathematics to above average in 2015. The proportion of pupils meeting the expected standard in the phonics check at the end of Year 1 was well above average. It dipped this year because of the composition of this particular cohort. The key stage 1 leader is making sure that pupils catch up rapidly in Year 2 so that they are well prepared to move into Year 3. The current Year 5 pupils are on track to do well in 2017.
- Achievement in reading is good. The school uses a range of strategies, such as reading to volunteers, reading corners and reading outside, to develop pupils' love of reading, particularly that of boys. Key stage 2 pupils access a wide range of high-quality books and are successfully developing their skills of inference and deduction. Pupils enjoy reading for pleasure. Extra-curricular projects and visits to places of interest broaden their knowledge of different types of books, and complements the scheme-based reading books used in class. By the end of Year 5, pupils are successful readers.
- The most able pupils do well in English and mathematics but, in some classes and subjects, they are not reaching high enough standards when work is not checked against their potential. Considering their good starting points, particularly on entry into key stage 2, the proportion who attain a higher than expected level should be higher.
- The disadvantaged pupils currently at the school make good progress and leaders are successful in closing the gaps between their outcomes and other pupils in the school and nationally.

- The large majority of pupils do well in subjects other than English and mathematics. For example, in physical education, pupils do well in a range of competitive sports. The themes books, homework records and displays in school show good progress in the creative arts, science, and design and technology. In a few subjects, however, evidence of good or outstanding outcomes is limited.
- The small number of pupils who have special educational needs and/or disabilities make good progress from their different starting points. Gaps in learning are quickly identified to review their individual targets. Parents are very pleased with the support provided to their children. They say that the school's support to develop their children's reading and speaking skills is particularly effective.
- Very few pupils are at the early stages of learning English. Those who do make good progress in response to the close attention teachers pay to their welfare and learning needs

Early years provision

is good

- Provision continues to be good as identified at the time of the previous inspection. It is not yet outstanding because elements of child-initiated play are not assessed well enough. This limits staff's understanding of children's ability, particularly of children who enter the Nursery or Reception with already high levels of knowledge and understanding. Teaching is not yet outstanding.
- Children enter with a wide range of starting points but, for most, these are broadly typical of their age. Children make good progress in all areas of learning so that the proportion attaining a good level of development by the end of the Reception Year is above the national average. Children are well prepared to move into Year 1.
- The new early years leader has high expectations. She is working effectively with staff to ensure that even more children exceed a good level of development. Teachers know the children very well and, with the help of teaching assistants, they assess children well in reading, writing and mathematics.
- Activities, both indoors and outdoors, are interesting, challenging and accessible to all. A strong emphasis on developing children's use of speech helps pupils communicate very effectively with their friends and adults. This is especially beneficial to children who have additional needs. These children make rapid progress.
- The carefully considered activities and events help children understand the core values of the school from an early age, for example how to become 'Star of the Week'. The well-established daily routines and safe behaviour contribute to children's good personal development. External visits strengthen this further. Children were highly excited about their visit to the zoo and about measuring the animals' footprints in the outdoor area.
- The views of parents are taken into account when planning improvements. The parents who spoke to the inspectors appreciate the opportunity to express their views. A small number of parents would like to receive more information about their child's learning. Inspectors found that learning journeys are informative and teachers are readily available at the beginning and end of the day. The school offers parents a weekly morning session to come and read with their children.

School details

Unique reference number	135374
Local authority	Bedford Borough
Inspection number	10011858

This inspection 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	382
Appropriate authority	The governing body
Joint chairs	Fred Birkett Reverend Stephen Toze
Headteacher	Susan Vint
Telephone number	01234 741653
Website	www.lakeview.beds.sch.uk
Email address	school.office@lakeviewschool.co.uk
Date of previous inspection	18–19 June 2014

Information about this school

- Lakeview School is larger than the average-sized primary school. It has two classes in each year group up to Year 5. From September 2016, Year 5 pupils will remain in the school to form Year 6, when the school will be a full primary school.
- The early years consists of two full-time Reception classes and a Nursery where children attend either for a morning or an afternoon session.
- The proportion of pupils eligible for the pupil premium funding is below average. This is additional government funding to support disadvantaged pupils known to be eligible for free school meals, or who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups is just above average, the largest groups being Asian and non-British European. The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils who have special educational needs and/or disabilities and those who have a statement of special educational needs or an education, health and care plan is average.
- There is a breakfast and after-school club for five days a week on the school site. This provision is not managed by the school. It was recently inspected and judged to be outstanding.
- The school meets requirements on the publication of specific information on its website.
- The headteacher recently announced her retirement. An interim leadership is in place for the autumn term. Governors have appointed a substantive headteacher to lead the school from January 2017.

Information about this inspection

- Inspectors observed teaching and learning in all classrooms. Senior leaders took part in joint observations with inspectors and attended all inspection team meetings.
- Observations were made of pupils' behaviour at the beginning of the day, at lunch and breaktimes and when they were moving around the school. Pupils' behaviour was also observed in the classroom.
- Inspectors met the school council and spoke informally with pupils in the playground and over lunch.
- Meetings were held with pupils, staff, governors, school leaders and subject leaders.
- The lead inspector met the school's local authority adviser.
- Inspectors listened to pupils read and looked at work in pupils' books and on display. They observed the school's work and looked at a number of documents including minutes from meetings, the school's evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.
- Inspectors took account of 20 staff questionnaires and 87 responses to Parent View. The lead inspector also took account of 76 texts sent by parents and carers and met a group of 14 parents. An evaluation of the school's own survey of parents conducted in May 2016 was also considered. Inspectors spoke to parents at the beginning and end of the day.
- The lead inspector visited the breakfast club and attended part of the Nursery sports day.

Inspection team

Marianick Ellender-Gelé, lead inspector

Jane Crow

Teresa Skeggs

Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

