

# Lakes Primary School

## Inspection report

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<b>Unique Reference Number</b>	111637
<b>Local Authority</b>	Redcar and Cleveland
<b>Inspection number</b>	289010
<b>Inspection dates</b>	12–13 July 2007
<b>Reporting inspector</b>	Barbara Hudson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	330
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Vince Peel
<b>Headteacher</b>	Mr Christopher Evans
<b>Date of previous school inspection</b>	1 February 2003
<b>School address</b>	West Dyke Road Redcar Cleveland TS10 4JH
<b>Telephone number</b>	01642 485894
<b>Fax number</b>	01642 475602

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Lakes Primary School is larger than average with 53 children attending Nursery either in the morning or afternoon. The school is situated on the edge of Redcar in Cleveland. A higher than average proportion of pupils have learning difficulties and/or disabilities and over a third of the pupils are eligible for free school meals. A very small number of pupils are learning English as an additional language. The school has achieved the Healthy Schools award. The school is receiving additional support from the local authority to help the school raise standards. Over this academic year there have been some staff changes.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. Pupils' personal development is good with pupils responding well to the good caring and supportive atmosphere provided for all of them. Pupils enjoy school and behave well. They contribute well to the school and the wider community. Parents are very supportive of the school and recognise the good work that the school does in encouraging children to become confident young people.

Children's skill levels are well below those expected of three year olds when they enter the Nursery. Many children have a limited vocabulary and lack confidence in expressing ideas and explaining their thinking. Due to good teaching, from low starting points, most make good progress in the Foundation Stage, reaching standards that are below those expected as they enter Year 1.

Through Key Stage 1, pupils make satisfactory progress overall and reach standards that are below the average by the end of Year 2. Since 2005, the standards achieved by pupils at the end of Year 2 have improved faster than those nationally and this is because of the more focused work being undertaken with the local authority on improving the quality of pupils' learning, particularly in reading, writing and mathematics. This has been successful.

Through Key Stage 2, pupils make satisfactory progress in their academic subjects but continue to do well in their personal and social development, learning to take greater responsibility and developing a good understanding of health and the needs of others. Although standards in the 2006 national tests for Year 6 pupils were below average, inspection evidence shows that the more focused approach given by the school to improving pupils' learning in reading and mathematics is beginning to have an impact and is raising standards. The school's work in improving pupils' writing skills is leading to greater progress. However, although improvement is evident in Years 3, 4 and 5, this has not yet had sufficient impact on the standards in the end of Key Stage 2 writing tests. Currently, teachers in Year 6 are plugging too many gaps in the pupils' learning, which have led to some older pupils, particularly the some of more able and some boys not achieving as well as expected.

Teaching and learning are satisfactory, overall. Good lessons were seen during the inspection, and there were some good features in most lessons. Lessons are generally well planned and some provide good opportunities for pupils to be creative and actively engaged in practical work. In such lessons, pupils respond well, enjoy learning and make good progress. The quality of the marking of pupils' work varies from class to class and subject to subject and there are too many missed opportunities to help pupils apply and improve their skills in writing.

The curriculum in the Foundation Stage is good because it provides many interesting activities for the children, which help develop basic skills as well as a curiosity and desire to learn. In Years 1 to 6, curriculum provision is satisfactory and supported by a good range of enrichment activities.

Pupils have a good understanding of how to keep healthy and stay safe. They are keen to take responsibility and contribute to the efficient running of the school through volunteering to help out with routine jobs and suggesting ideas for improvement through the school council. Pupils make satisfactory progress in literacy and numeracy skills and are adequately prepared for the next stage in their education. The school provides good levels of care and all policies and procedures to ensure pupils are safe are in place. However, feedback that would help pupils know what they need to do next in order to improve their work is inconsistently given.

Leadership and management are satisfactory. Although the school has a good understanding of its strengths and weaknesses, it judges some aspects of its work more generously than the inspectors and does not make best use of the information it has in order to plan and secure further improvement. The headteacher, senior leadership team and staff are working closely with the local authority and consultants to improve provision. Reasonable progress has been made against the issues identified in the previous inspection report. The school has a satisfactory capacity to improve.

### **What the school should do to improve further**

- Improve standards and pupils' achievement in writing, particularly for the older more able pupils and boys in general.
- Ensure a more consistent approach to marking and providing feedback to pupils so that they know exactly what they need to do to improve their work, particularly their writing skills.
- Make full use of the information that is gathered to make school-self evaluation procedures more rigorous and to implement further improvement.

A small proportion of the schools whose overall effectiveness is judged to be satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory. They enter the Nursery with skills that are well below those typical of children of this age. They make good progress due to good teaching and an early years' curriculum that provides a good range of interesting activities. They continue to make good progress in Reception but still, by the time they enter Year 1, their standards are below the national average.

Pupils make satisfactory progress during their two years in Key Stage 1 and also through Key Stage 2 leading to standards that are below average overall by the end of Year 6. Although the standards reached in reading, writing and mathematics remain below average by the end of Year 2; gains in recent years have been greater than that witnessed nationally. In recent years, results have remained broadly the same in Year 6 and pupils achieved satisfactorily. However, some more able pupils and some boys do not always achieve as well as expected in writing. The school is aware of this and, with support from the local authority, is taking action to address significant weaknesses in pupils' writing. This has led to acceleration in progress, particularly in Years 3, 4 and 5, but has yet to have an impact upon writing standards in the tests for Year 6 pupils. This is because the oldest pupils have a number of gaps in their writing skills which have arisen prior to the recent implementation of a more rigorous approach to teaching writing.

Pupils with learning difficulties and/or disabilities are well supported and make similar progress to other pupils in response to the positive help they receive. Pupils learning English as an additional language make good progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good and most pupils make good progress during their time at the school. Pupils enjoy school. They particularly like the opportunities provided for them to be creative through practical

subjects such as design and technology. They enjoy taking part in sporting activities and musical events. The school's tireless efforts to improve attendance and punctuality have had a positive impact and they are now satisfactory. The improvement in the attendance of some individuals who have a history of poor attendance has been excellent. Pupils are aware of the need to keep healthy and can explain how good food and plenty of exercise helps achieve this. Pupils feel safe in school and the good behaviour of the majority contributes towards the feeling of security. They show good levels of care and respect for each other and work well in partner and group activities. Very occasionally, a few boys display challenging behaviour around the school but this is well managed by the staff so as to minimise disruption. Pupils contribute well to school life and willingly help out with routine jobs. They know that their views are sought through the school council and that their opinions are taken into account. The school council were instrumental in organising a school fair on the Thursday afternoon of the inspection and raised over £1500 for charity. Pupils' skills in literacy, numeracy and information and communication technology (ICT) along with their team building work prepare them satisfactorily for their next stage of education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Overall, teaching and learning are satisfactory. Nursery and Reception children are taught well. A combination of lively activities and careful guidance stimulates children's interests and promotes their enjoyment of activities. In Key Stage 1 and 2, most teaching is satisfactory with some examples of good lessons. Lessons are generally well planned and teachers are consistent in expecting pupils to concentrate and to work hard. Most pupils respond well to these expectations. However, a small number of boys sometimes use irrelevant conversations to try and distract themselves and others from their work. This is not always handled well and occasionally slows the pace of learning for some pupils. Learning is stronger and pupils make better progress when they are given practical activities that involve them in making things or when they are taking part in whole-class activities by using individual whiteboards. Occasionally, pupils' concentration dips and they do not engage fully in learning. This is almost always where pupils are expected to sit and listen for too long.

The quality of marking in pupils' workbooks varies from class to class. Throughout the school, marking is better in pupils' literacy books than in other subjects. However, on too many occasions teachers do not give pupils enough guidance on how they can improve their work.

### **Curriculum and other activities**

#### **Grade: 3**

The school provides a satisfactory curriculum and meets the needs of pupils. It has a good and varied programme of enrichment activities through a wide range of visits and visitors, along with excellent input by music and sports specialists. The curriculum for Nursery and Reception children is good. Lively activities which are well suited to the age group and provide children with enjoyable learning experiences and help secure good learning.

In Key Stage 1 and 2 the curriculum has an appropriate focus on English and mathematics whilst also providing satisfactory breadth and variety to develop pupils' knowledge and skills across a range of subjects. Opportunities are missed to help strengthen learning in literacy and mathematics through other subjects and to build upon pupils' own interests and ideas. Effective

provision for science, physical education and personal, social and health education contributes to the pupils' good understanding of how to keep safe and healthy. Pupils have sufficient access to ICT and this has a positive impact on maintaining their interest and motivation to learn. Lessons that develop pupils' personal and social skills and their understanding of citizenship are given a high profile through programmes such as philosophy for children. French for pupils in lower Key Stage 2 has recently been introduced. Children spoke very excitedly about the music and sporting activities that they are engaged in and this makes a significant contribution to their confidence and enjoyment.

## **Care, guidance and support**

### **Grade: 3**

The quality of care, support and guidance to pupils at the school is satisfactory. Good use is made of a range of external agencies to provide additional support in ensuring that vulnerable pupils, those with learning difficulties and/or disabilities and also those learning English as an additional language, receive high quality pastoral and academic support. Child protection procedures are understood and staff work well to implement agreed policies. Vetting procedures for staff and visitors meet with the latest national guidelines. Pupils are aware of the targets for improvement set for their class but the school's procedures to ensure that all pupils know what they need to do in order to improve and make progress, is not yet fully embedded across the whole school.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher and staff are working closely with the local authority and consultants to improve provision. This partnership is working well and is accelerating the rate of pupils' progress, especially in Key Stage 1 and in writing through Key Stage 2. The impact on Year 6 pupils, however, is not yet as evident because some pupils are still making up lost ground; therefore the results of initiatives have not had an impact on improving the Year 6 national test results. The school improvement plan has the backing of all staff and identifies areas for improvement but lacks a sharp focus on the main issues for the school. The school leadership team monitors teaching effectively, analyses test results, and assesses and tracks the progress pupils make. This information gives the leadership team a good working knowledge of the progress and achievement of pupils but the information is not always used well to plan for further improvement. The school's self-evaluation is satisfactory. It rightly identifies the strengths and areas for improvement but the school judges itself in some respects more generously than the inspectors. Governance is satisfactory. The headteacher keeps governors fully informed. The school has productive links with a range of professional services and with other schools to help improve provision for children's education and well-being. Reasonable progress has been made against the issues identified in the previous inspection report. Financial management is secure and the school offers satisfactory value for money.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

14 July 2007

Dear Children

Inspection of Lakes Primary School, Redcar, TS10 4JH.

Thank you for making us so welcome when we visited your school recently. We enjoyed being in your school very much. We found all of the children, staff and governors very helpful and we very much appreciate the honest way in which you talked to us about your school. You all helped us to understand your school. Your school is a satisfactory school but offers good opportunities for you to develop responsibility and to care for each other.

These are the things that we found out about your school during our visit.

- Most of you behave well and enjoy school.
- Your teachers help you to make satisfactory progress in your work.
- The provision in the Nursery and Reception classes is good and helps the youngest pupils make good progress.
- You are very enthusiastic about the music and sporting activities in which you take part.
- Your teachers and classroom assistants take good care of you and help you to become responsible and confident young people.
- We were impressed with your participation in the School Fair which raised over £1500 for charity.

We have asked the school to work with you to help improve your writing skills. We saw that many of you knew about the targets for improvement that are set for your class but were not always clear what you needed to do yourself to improve your own work and make better progress. We have asked your teachers to think about the feedback they give you so that you know what you need to do next to improve your work. The school is also going to be looking at how best to use the information it gathers on the progress you are making so that it can help improve the school further.

We enjoyed talking to you and your teachers as well as watching you learn in the lessons. We wish you and all the staff the very best in the future.

Yours sincerely

Barbara Hudson

Lead Inspector