



Lakefield CofE Primary School

Inspection Report

Unique Reference Number 132248
Local Authority Gloucestershire
Inspection number 294003
Inspection date 13 November 2006
Reporting inspector Lorna Brackstone

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

Type of school	Primary	School address	Lake Lane
School category	Voluntary controlled		Frampton on Severn
Age range of pupils	4-11		Gloucester GL2 7HG
Gender of pupils	Mixed	Telephone number	01452 740205
Number on roll (school)	190	Fax number	01452 740205
Appropriate authority	The governing body	Chair	Keith Withers
		Headteacher	Fiona Arnison
Date of previous school inspection	18 November 2002		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Lakefield is an average-sized school which serves the surrounding villages. Nearly all pupils are of White British heritage and come from a mix of owner-occupied homes and social housing. The proportion of pupils who have learning difficulties is below average and the numbers eligible for free school meals is low. The school site includes an independently funded nursery which is managed by the governors. Children are admitted into the nursery at aged two years and nine months and most of them move into the Reception class at the start of the academic year in which they will be five.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Some aspects of its work are outstanding. The sense of school community is exceptionally strong, so that pupils feel valued and cared for as individuals. Consequently, their personal development is outstanding. Most parents are happy with the school. A typical comment made by parents was, 'All the staff are great with the children and each child is made to feel they belong, regardless of ability'. Of particular note were the positive comments made by parents whose children had joined the school after the normal time of entry and highlighted 'how well they had settled in'.

The main reason why the school is successful is because the quality of teaching is consistently good. This enables pupils to achieve well throughout the school so that by the end of Year 6, standards are above average in English and mathematics and exceptionally high in science. However, the school has recognised rightly the need to accelerate pupils' learning even further by involving them in assessing their own performance to a greater extent. Teaching engages pupils well because it is underpinned by a good curriculum that makes learning interesting. Children in the Foundation Stage get off to a good start because of the high quality provision. Nonetheless, throughout the school, opportunities are sometimes missed to extend pupils' knowledge and skills further by linking the learning between different subjects.

Pupils' enjoyment of school is excellent and this is reflected in the above average attendance. They particularly like 'meeting their friends and enjoying their lessons'. Pupils are extremely well cared for and feel safe because staff are trustworthy and are very approachable when there are problems. Pupils are highly motivated by the rewards system for good behaviour. They develop a healthy appetite for competition because they are involved in challenges between teams within the school. Academic support and guidance is good overall and pupils say they feel confident when their teachers tell them if they have done well. However, they do not have enough involvement in assessing their own learning.

Most parents feel that the school is well led and managed and inspection findings confirm this. The headteacher has exceptional vision for the school and has very high expectations of staff and pupils. She is very well supported by staff and governors, who all share the common goal of continuing the good work of the school. Good systems are in place to evaluate the school's effectiveness, including taking account of the views of parents, pupils and governors. The school has improved well since the last inspection and has a good capacity to improve even further.

The school makes very good use of the outstanding links it has developed with the parish council, welfare teams, local churches and industries. Pupils have also benefited very well from close partnerships with the other local schools in the Severn Edge Cluster which very effectively help to promote international links, sporting schemes and the use of information and communication technology skills (ICT).

What the school should do to improve further

- develop systems to involve pupils in assessing their own learning to accelerate their progress even more
- develop more cross-curricular links to boost pupils' knowledge, skills and understanding even further.

Achievement and standards

Grade: 2

Pupils' achievement is good. When children enter the Nursery class, their overall level of attainment is typical for this age group. They make good progress in the Nursery and start Reception with levels of attainment slightly above that found in most schools. By the end of Year 2, standards are above average and from then on, the gap between the school's performance and the national average widens. Test results and the work pupils currently produce confirm that by Year 6, they reach above average standards in English and mathematics. Standards are exceptionally high in science because the quality of teaching is outstanding in this subject. Whilst the more capable mathematicians achieve very high standards, the school has identified a relative weakness in the numbers attaining the expected level in the Year 6 tests and it has put effective action plans in place to remedy this. The school sets itself challenging targets for pupils and successfully reaches them. Pupils with learning difficulties or disabilities make good progress.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Comments such as 'It's a great school, I'd recommend it to anyone' occur frequently. Pupils' attendance is good and they are extremely well-motivated and keen to work. Exceptional moral and social development results in the impeccable behaviour which is rewarded each week with 'Golden Time'. Pupils' cultural experiences are fostered very well by learning about other religions and through international links, including those with France, Spain, Kenya and Sri Lanka. Moments of empathy, reflection and compassion are not only built into the daily acts of worship but also through many other excellent school experiences. For example, two Year 6 pupils remember very well the significance when, as the youngest Reception children, they were chosen to start the digging for the foundations of the new school. The good literacy and numeracy skills that pupils acquire strongly support their advancement and future well-being. They learn how to manage pocket money on school trips and know how to keep safe, healthy and fit. Involvement in the school council, use of pupils to monitor the quiet area, and their annual Arts Week, which is open to the public, enable the pupils to make a positive contribution to their own community.

Quality of provision

Teaching and learning

Grade: 2

Good quality teaching has enabled the pupils to perform well. In the Reception class, it is well tuned to the different needs of the children, and stimulating activities are planned both for inside the classroom and in the outdoor learning environment. Key strengths in Years 1 to 6 include well-planned lessons that cater for pupils of different abilities, the good pace of learning, and the high expectations set for work and behaviour. Teachers skilfully use a wide range of resources to make their lessons interesting and pupils say that this helps to make learning fun. Teaching assistants provide effective support for the individual pupils with whom they work. Teachers carefully assess pupils' learning and the findings are used to inform teachers' planning. However, the school has recognised the need to involve the pupils more in their own assessment of their learning to accelerate their progress even further.

Curriculum and other activities

Grade: 2

The good curriculum helps all pupils achieve well. The well-planned Foundation Stage curriculum ensures that children make a good start to their learning. The newly-resourced outdoor area is used very well. For example, physical development and literacy skills are taught together well when the outdoor area is turned into a road circuit with signposts which the 'motorists' are required to read. Their interest is well maintained in Years 1 to 6 because an exciting range of visits to places, such as a Roman villa, the National Waterways Museum and a residential trip to Bude, broaden the pupils' knowledge and range of skills. Subject links have started to be made to help broaden pupils' understanding. For example, the story books used to develop pupils' literacy skills in Year 2 have also been used to develop pupils' geographical skills. However, this good cross-curricular approach is not sufficiently well embedded throughout the school and opportunities are sometimes missed to broaden pupils' skills, knowledge and understanding in this way.

Learning a modern foreign language from Year 4 onwards further enhances learning. There is an outstanding range of clubs which support pupils' personal and academic development very well.

Care, guidance and support

Grade: 1

The school provides outstanding quality care and guidance in personal development. Pupils passionately feel that 'one of the best things about school is that all teachers are kind and helpful'. Pupils are safe because the very best procedures are in place to look after them. There are steadfast systems for ensuring that all adults working with pupils have been security checked, and child protection matters are very promptly dealt with. The personal, social, emotional and health education scheme is reflected

in the outstanding personal development of the pupils. They appreciate visits by the Life Education Bus, a touring exhibition which teaches them about all aspects of health education and helps them fully understand about the dangers of drugs. All pupils receive good academic guidance, having a very clear idea about the targets they are set and fully understanding what they need to do to move onto the next level.

Leadership and management

Grade: 2

The good leadership and management of the school have created a climate which enables everyone to do their best and to consistently strive to improve the school further. The headteacher and her deputy have an excellent understanding of the strengths and areas for improvement and have a good track record in leading developments. Subject leaders are developing their roles well and are working effectively on fine-tuning improvements to raise standards further. Strategic planning is well focused and professional development targeted precisely to refine teachers' skills. The strong working partnership between the staff and governors, coupled with the school's good critical analysis of its own performance, results in a very secure recognition of its successes and a good knowledge of what needs to be done for further improvement. Good quality action plans which address areas for improvement reflect the school's accurate self-evaluation process. Governors work well and play an active role in helping to determine the school's strategic direction. They monitor the school's effectiveness through regular visits, observations and discussions with staff.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Thank you for making me feel so welcome when I visited your school. I really enjoyed talking to some of you and coming in to see your lessons. I thought you would like to know what I found out during my visit:

- you enjoy coming to school and I can see why; you go to a good school
- your teachers care for you exceptionally well and help you to reach above average standards
- lessons are interesting because the teachers have lots of good ways to help you learn and this helps you to achieve well
- you get the opportunity to take part in many excellent and exciting activities, such as sporting and musical events
- the school is led and managed well and careful checks are made to ensure that you are receiving a good education.

There are just a few things that your school could do better. I have asked the teachers to make sure that you are involved in assessing your own work. I also think it would be a good idea if more links could be made between subjects to help boost your progress even more.

I want to end by telling you what I think is the most outstanding thing about your school and this applies to all of you. I was very impressed by your behaviour and how well you listen to your teachers. It was very good to see such happy children and you are a real credit to your school and your families. I know that you will help your teachers to make Lakefield Primary School even better in the future.