

Lakeside Primary School

Inspection report

Unique Reference Number	106740
Local Authority	Doncaster
Inspection number	309218
Inspection dates	26–27 February 2008
Reporting inspector	Joe Peacock

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 on roll	
School	294
Appropriate authority	The governing body
Chair	Mr Harry Campton
Headteacher	Mr Fred Northedge
Date of previous school inspection	24 March 2003
School address	Sandy Lane Doncaster South Yorkshire DN4 5ES
Telephone number	01302 368879
Fax number	01302 761852

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is situated in an area where government efforts are being made to reduce the high level of unemployment. It is larger than average in size and numbers are rising. Just over a third of pupils are from minority ethnic families, the largest group being Pakistani. Most of these pupils speak English as an additional language. The proportion of pupils entitled to free school meals is above average. The proportion with learning difficulties and/or disabilities is broadly average. More pupils than is typical join and leave the school at other than the usual times. The school has successfully maintained its Healthy School Award each year since 2003.

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, which is giving good value for money. The experienced and long-serving headteacher, working in close partnership with the skilled deputy headteacher and committed staff, has created a harmonious school where all pupils feel important and valued. As a result, pupils enjoy school and feel safe. Children's standards on entry to the Nursery are well below what is typical for their age. During the Foundation Stage (Nursery and Reception), children make good progress because of well managed provision and good teaching. In Years 1 and 2, pupils' progress is satisfactory, reflecting the quality of teaching and learning. In these year groups, tasks are not always matched well enough to pupils' needs, particularly the more able. Consequently, standards are not as high as they could be, with relatively few pupils attaining above average standards in reading, writing or mathematics by the end of Year 2. Pupils make good progress through the junior classes and overall, standards are broadly average by Year 6. Revised teaching and learning strategies have been successful resulting in a significant improvement in the school's performance in the 2007 national tests, particularly in mathematics and science. Even more challenging targets have been set for the current Year 6.

The overall quality of teaching is good. Teachers and teaching assistants work effectively as a team. Good relationships exist between pupils and their teachers. Pupils have a very good attitude to their work and their behaviour is exemplary. The curriculum is good and meets the needs and interests of pupils well. A wide and varied range of extra-curricular activities is provided by the hard working staff and these are well attended and enjoyed by pupils. The school is gradually developing its curriculum to include greater links between different subjects in order to raise standards even further.

Parents' views of the school are positive. They appreciate the good level of care and support and the fact that their children enjoy coming to school. Strong links with other agencies such as the Behaviour and Educational Support team benefit pupils enormously. Staff know their pupils well and most set challenging individual targets for them in English and mathematics. The caring support and clear guidance for pupils with learning difficulties and/or disabilities and those learning to speak English as an additional language, is a major factor enabling these pupils to make good and often very good progress.

Leadership and management are good. The improvement since the previous inspection has been good. There is an impressive new library and teachers make full and effective use of the plentiful resources for information and communication technology (ICT). Appropriate checks are made on the quality of lessons, but these are not always sufficiently rigorous in evaluating how well pupils are learning and making progress.

Effectiveness of the Foundation Stage

Grade: 2

Children get off to a strong start in the Foundation Stage unit and enjoy the exciting, practical activities provided for them. When they join the Foundation Stage, children's skills are well below what is typical for their age. A significant proportion of children have speech and language problems. As a result of effective teaching, children make good progress in all areas of learning and settle well into the calm, well structured environment. Children are keen to take part in a good range of stimulating learning activities. They enjoy developing their speaking and listening skills, by 'Going on a Bear Hunt', as well as exploring how flowers grow through dance and art

activities. The unit is well managed with staff working effectively as a team to meet the needs of the children in their care. Staff acknowledge that children's learning out of doors is not of the same high quality as that provided in the classroom. Sensitive care, support and guidance underpin the development of children's good personal and social skills and their growing ability to be independent. This is seen in how well children, including those who require extra support, settle into the Foundation Stage and make good progress.

What the school should do to improve further

- Raise achievement and standards in reading, writing and mathematics by the end of Year 2.
- Ensure that checks on lessons are consistently rigorous in evaluating how well pupils are learning in order to ensure progress is good for all pupils.

Achievement and standards

Grade: 2

Pupils start Year 1 with below average standards. Their achievement is good overall resulting in them attaining broadly average standards by the time they leave Year 6. In 2007, Year 6 standards rose significantly in mathematics and science, following several years of decline. Standards in English also showed some improvement. The standards of the current Year 6 group suggest that these improvements will be maintained. Better procedures to check pupils' current attainment, together with better targeted support for pupils at risk of underachievement, are improving progress in Years 3 to 6. In Years 1 and 2, pupils' progress is satisfactory. Standards in reading, writing and mathematics are improving but not at the same good rate as in other areas of the school and remain below average. Pupils with learning difficulties and/or disabilities and those who speak English as an additional language achieve well. This is because of the carefully planned, additional support they receive. Pupils' achievements in art and in design and technology are particularly good. The school sets increasingly challenging targets for its performance in the Year 6 national tests and is making good progress towards reaching them.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and respond enthusiastically to all the opportunities provided for them in lessons and in after-school activities. Although attendance is below average and punctuality is a daily issue, the school is doing all it can to bring about improvement. There are high expectations of pupils' conduct, which result in exceptionally safe practices and outstanding behaviour in lessons and around the school. There is a very calm and harmonious atmosphere in which to learn. Pupils' good spiritual, moral, social and cultural development ensures their good attitudes to learning and strong relationships with one another and with staff. Pupils have a good understanding about life and faith differences in Britain.

School councillors are proud of the fact that, following their suggestions they can see improvements to the playground with an outdoor stage area and new play equipment. The Eco Club's recycling activities have resulted in an Eco Green Flag award. Fund raising events and pupils' frequent involvement in community activities are helping to build their self-confidence and self-esteem. Pupils' ability to work well together and their good progress in acquiring literacy and numeracy skills prepare them well for the future. They know the importance of a healthy diet and exercise. The National Healthy School award recognises their excellent knowledge and understanding of these issues.

Quality of provision

Teaching and learning

Grade: 2

There is consistently good teaching in Years 3 to 6. In an outstanding Year 6 lesson, pupils' made excellent progress because of the teacher's high expectations and the opportunities given to them to share ideas and reflect for themselves. As a result, pupils very effectively challenged a biased opinion. The quality of teaching and learning is satisfactory in Years 1 and 2. In these year groups, the work set does not always match pupils' needs well enough, especially the more able. Teaching assistants make a good contribution to pupils' learning in the classroom with particularly close support for pupils who speak English as an additional language. Good relationships between pupils and their teachers and the effective use of modern technology, such as the new smart boards to enhance learning, are other key strengths of successful teaching.

Curriculum and other activities

Grade: 2

Some effective steps have recently been taken to improve the curriculum, especially in English where test results in 2007 were not as high as those in mathematics and science. There is now a strong focus on developing pupils' key skills in reading and writing. For example, pupils read or learn spellings at the start of each school day. Effective links between different subjects are beginning to be made in some classes. In a Year 4 design technology lesson, for example, pupils used their mathematical knowledge to carefully measure wood before sawing it to make a maze that they had designed. This also linked closely with their study of Ancient Greeks and the story of the Minotaur on Crete. French is taught in an after-school club but a modern language is not yet included in the curriculum. Pupils' learning is successfully enhanced through a wide range of visits, visitors and out-of-school activities that include sport, drama and music. The gardening club maintain an allotment and pupils enjoy planting bulbs in the school grounds. Pupils' personal development is well promoted throughout the school.

Care, guidance and support

Grade: 2

The dedication and determination shown by the headteacher and his staff to successfully create a calm, caring and supportive learning environment is appreciated by pupils and parents alike. 'Progressive, inclusive and encouraging', is a typical parental comment. Pupils are very well cared for and supported. Procedures for safeguarding pupils are in place, strengthened by the excellent links with a range of outside agencies. Systems to ensure pupils' good personal development successfully result in pupils' positive attitudes and excellent behaviour. However, despite the school's best efforts, attendance is below average. The behaviour and educational support team worker ensures that pupils who need extra support develop positive attitudes to learning and good relationships with other pupils. Most teachers make effective use of assessment information to set challenging targets for pupils and these targets are reviewed termly. However, some do not match work closely enough to pupils' ability level and targets are not always written in language that pupils can easily understand. As a result, not all pupils know what is expected of them.

Leadership and management

Grade: 2

The headteacher and deputy headteacher lead the school successfully. Staff speak highly of the way that they are involved in all aspects of the school's work. The senior leadership team shares a passion for developing enthusiastic and happy learners. Teachers and other adults work effectively, exchanging new ideas to improve their practice. Recently refined tracking systems are used increasingly well to identify pupils who are not achieving as well as they might, and to trigger suitable support. These are the major factors behind the school's recent improvement. Self-evaluation is largely accurate and determines the right priorities to further improve achievement and standards. However, improvement plans do not contain sufficiently precise arrangements for checking the impact of initiatives on pupils' learning. Whilst there are regular opportunities to assess the quality of teaching in lessons, too little account is taken of its effect on pupils' progress. Governors are supportive of the school. They understand what the school does well and how it needs to improve. They are less confident in helping the school to assess its effectiveness. Given the rising trend in standards, the capacity for improvement is good.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
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	2

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?	2

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.

Annex A

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	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for talking to us during the inspection and for being so friendly and helpful. All the inspectors were very impressed with how well all staff help to look after and care for you. Your behaviour is excellent. There is a lovely calm, quiet atmosphere in school. We are sure that this helps you to concentrate as well as you do in lessons.

You go to a good school. There are many good things about it. We were pleased to see how well children in the Nursery and Reception unit worked together when playing in the fruit shop or creating their counting caterpillars. You all obviously enjoy school. It is a pity your attendance is not as good as in many other schools and those of you that arrive late miss really important information at the start of lessons. We would like all of you to really try hard to attend school regularly. We can see why you like your teachers so much. They look after you so well, especially those of you who are finding it hard to learn English.

We have asked the school to help those of you in Years 1 and 2 to do better with your reading, writing and mathematics. We have asked your teachers to give you work that suits everyone. For those of you who find learning quite easy this means giving you work that makes you think really hard. For others, it means giving you work that is not too hard and making sure it is explained well so you understand what to do. We have also asked that those who lead and manage your school make regular checks on lessons to see that all of you are learning as well as you can. As a result, we are sure you will enjoy lessons even more and do even better.

Your headteacher, governors and staff are all working very hard to make your school even better. Even the school council are doing their best by helping to make playtimes fun with new play equipment. The range of after-school clubs that are there for you to enjoy is excellent and it is a real achievement to have gained the Healthy School Award every year.

Thank you again, for helping us with this inspection. I hope that you will carry on trying your hardest in your lessons.