

Lakeside Primary School

Inspection report

Unique Reference Number	125132
Local Authority	Surrey
Inspection number	315160
Inspection date	7 November 2007
Reporting inspector	Pritiben Patel

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	442
Appropriate authority	The governing body
Chair	Mr Chris Paisley
Headteacher	Mrs Eluned Hughes
Date of previous school inspection	19 May 2003
School address	Alphington Avenue Frimley Camberley GU16 8LL
Telephone number	01276 469200
Fax number	01276 675916

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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following areas:

- pupils' achievement and personal development
- the quality of teaching
- how well the school keeps track of pupils' progress
- leadership and management.

Evidence was gathered from observing lessons and morning break; discussions with senior managers, governors and pupils; checking the school's records of pupils' progress, the results of questionnaires returned by parents, and looking at pupils' work.

Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Lakeside is a large primary school. Most pupils come from advantaged backgrounds. The majority of pupils are of White British origin and others come from different backgrounds. Eleven percent of pupils are at the early stages of learning English. The proportion of pupils with learning difficulties and disabilities is below average but the percentage of pupils with a statement of special educational need is above average. The school has Investors in People accreditation and the Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Lakeside is a good school and the overwhelming majority of parents agree. Comments made by parents such as, 'I would not hesitate in recommending Lakeside to anyone' and, 'Both my sons enjoy going to school and thrive under the school's care' were typical of many. Pupils really are cared for as individuals at Lakeside and one parent summed it up very nicely when writing, 'The children always come first.' Promoting the emotional well-being of pupils is an important aspect of the school's work. As a result, pupils are happy, mature, behave well and have positive attitudes. Their enjoyment of school is reflected in their good attendance. Pupils make a good contribution to both the school and local community by becoming members of the school council, library monitors, and house captains as well as participating in the school choir, raising money for charities and organising productions for parents.

The headteacher is rightly held in high regard by parents, one stating, 'The head is a strong leader but her rapport with staff, pupils and parents is excellent.' She has a strong vision and is very clear about how she wants to develop the school further. She is supported effectively by an able deputy, and together they provide good leadership. The headteacher has worked hard to ensure that responsibilities are being shared by all senior managers so that all are accountable for the progress that pupils make. The roles of the mathematics and literacy managers are developing but they do not yet monitor teaching and learning formally in the areas they lead. The school development plan is used effectively as a tool to drive school improvement. Governors are highly knowledgeable, experienced and use their professional skills and backgrounds for the good of the school. They play an active role in the school's self-evaluation, recruitment of staff and offer both support and challenge to the headteacher. They contribute well to the school's capacity to move forward.

Pupils enter Nursery with the skills, attitudes and knowledge typical of their age. They make good progress as they move through school and attain above average standards by the end of Year 2 and Year 6. Pupils with specific needs also make good progress because of the highly effective individual support they receive from both teachers and support staff. Year 6 results in 2007 were lower than previous years in English and mathematics because pupils had lower starting points and included a number of pupils who joined the school during the academic year.

Pupils achieve well because teaching is good. Strengths include positive relationships, effective deployment of support staff, classroom management and the setting of clear lesson aims so that pupils know what is expected of them. Pupils have many opportunities to explore their own ideas by talking to partners and in small groups. Teachers' marking, although regular, is used mainly to praise pupils and reinforce learning. It does not consistently inform pupils of their next steps. Consequently, not all pupils are clear about how to improve.

Good assessment systems help the school to track pupils' progress closely. Those that are not making expected progress are quickly identified and timely and appropriate interventions are put in place. For example, the school has identified that boys' attainment in English is not as high as that of girls and, effective steps are being taken to address this. For instance, resources that appeal particularly to boys have been purchased to promote their reading. All pupils are now being given more opportunities to improve their writing skills across the curriculum. However, it is too early to measure impact.

Music and language are strong features of the curriculum. Good links have been established with the local specialist language college and consequently pupils receive specialist teaching in French and German. The wide range of extra-curricular activities such as netball, cross-country and football contribute well to pupils' personal development and helps them to adopt healthy and active lifestyles. The healthy tuck shop at break times helps to ensure that pupils eat fruit and vegetables. The excellent school grounds impact well on pupils activity levels as they play on the swings, participate in netball or use the play frame.

Effectiveness of the Foundation Stage

Grade: 2

Children achieve well as they progress through the Foundation Stage because of good teaching. Teachers and support staff in the Foundation Stage work closely together in order to maximise children's learning. They ask open-ended questions, which require children to think, and provide good individual attention. Detailed records are kept on the progress made by children so that subsequent support is tailored to meet individual needs. There is a good balance between activities directed by the teacher and those chosen by children, including a wide range of tasks based on particular themes. For example, children were observed working on the theme Diwali and activities ranged from making cards, designing patterns, using instruments to making clay diva pots. Children flourish in this busy, exciting and purposeful environment.

What the school should do to improve further

- Improve the attainment of boys in English.
- Ensure consistency in teachers' marking so that pupils are clear about their next steps for improvement.

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

16 November 2007

Dear Pupils

Inspection of Lakeside Primary School, Camberley, GU16 8LL

Thank you for being so welcoming and helping me when I came to inspect your school to find out how well you are getting on. I particularly enjoyed visiting your lessons, talking to some of you at break time and talking to a group of you after lunch.

You go to a good school and here are the reasons why.

- You attain above average standards in tests because you are taught well by your teachers and you work hard.
- Those of you with specific needs make good progress because of the careful support you receive from both your teachers and support staff.
- You behave well, enjoy school, have positive attitudes and you get on really well with each other and your teachers.
- You enjoy the curriculum that your school offers, particularly extra-curricular activities such as cross-country, football and netball.
- All of the adults in your school make sure that you are well looked after.
- Your headteacher, deputy and governors are doing a good job and making sure that you get a good education.

Even a good school like yours can be even better. This is what I think should happen. Boys should get just as high levels as girls in English. I have asked your teachers to tell you very clearly when they mark your work, what you need to do next to improve your work.

I am sure that you will continue to have great success in the future.

Yours sincerely,

Pritiben Patel

Lead inspector