

Lakes Primary School

Inspection report

Unique Reference Number	111637
Local Authority	Redcar and Cleveland
Inspection number	337714
Inspection dates	16–17 June 2010
Reporting inspector	Graeme Clarke

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 of pupils on the school roll	264
Appropriate authority	The governing body
Chair	Mr Vincent Peel
Headteacher	Mr C Evans
Date of previous school inspection	12 July 2007
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Introduction

This inspection was carried out by three additional inspectors. As well as short visits to parts of lessons, they made extended visits to 11 lessons. They observed the work of all teachers in the school at the time of the inspection. They examined a variety of examples of pupils' written work. Inspectors held meetings with governors, teachers and a group of pupils. They scrutinised the school's child protection and safeguarding documentation, information about the curriculum, development plans, records of pupils' progress and minutes of meetings. They analysed 80 questionnaires from parents and carers, 140 from pupils in Years 3 to 6 and 41 from members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment and progress children in the Early Years Foundation Stage have made in recent years
- the attainment and progress made by pupils with special educational needs and/or disabilities in class or in specialist support sessions
- the way teachers use marking to improve pupils' work consistently throughout the school
- the impact of the 'Achievement for All' project upon pupils' learning and progress.

Information about the school

This larger-than-average-size primary school serves a locality to the south of Redcar town centre. Almost all pupils are of White British heritage. A high proportion of pupils are known to be eligible for free school meals. A higher than average number of pupils has special educational needs and/or disabilities: the school has a support base where pupils with particular special educational needs and/or disabilities attend each morning. Early Years Foundation Stage provision is in the Nursery and Reception Years. A Sure Start Children's Centre is next to the Nursery unit. The school holds the Football Association Charter Standard, the Activemark, the Department for Children, Schools and Families' anti-bullying Charter for Action, the national Healthy School and the local authority's Travel Plan – Gold awards as well as Investors in People status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Lakes Primary school provides its pupils with a satisfactory education. It is an improving school where, since the last inspection, several aspects of its work are good or developing well as a result of effectively led and managed initiatives. The headteacher and staff successfully foster a caring ethos and promote values of consideration, respect and support throughout. The leadership team's effective self-evaluation provides appropriate priorities for attention. Their determination to improve teaching and foster good progress is paying dividends in the form of good learning and good progress, although teaching quality is not yet consistent throughout. Good quality care, guidance and support underpin the good progress made by pupils with special educational needs and/or disabilities. After a concerted effort to improve writing, Year 6 English standards rose close to average last year and have been sustained this year. This year, emphasis on mental work raised mathematics standards closer to those expected. Taking account of all the improvements since the last inspection, the school has a good capacity for further improvement.

Stringent arrangements safeguard the welfare of pupils leading pupils to feel safe. Staff skilfully manage pupils' behaviour and, in turn, the school is calm and orderly. Productive partnerships with community organisations widen pupils' horizons and augment their personal development. Well-organised activities successfully promote pupils' good spiritual, moral, social and cultural development. Pupils enthusiastically take part in activities that help maintain a healthy lifestyle. Pupils contribute well in many ways to school and local community projects. Well developed social skills but average basic skills and average attendance equip them satisfactorily for future life.

Pupils participate wholeheartedly and industriously in lessons and thoroughly enjoy learning. On occasions though, pupils find it difficult to rise to the demands of challenging work in lessons because activities are not well-enough structured with appropriate steps. The school has implemented a consistent approach to marking pupils' work, although teachers' comments to help pupils improve are not yet sufficiently precise to point them to the next level. Work within the curriculum to develop community cohesion is developing but pupils have too few opportunities to grasp the cultural diversity within the United Kingdom and elsewhere in the world.

What does the school need to do to improve further?

- Consolidate arrangements to sustain good progress and raise standards further by:
 - drawing on the skills and successful approaches some teachers use to increase

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quality and consistency of teaching throughout

- ensuring teachers continue to have high expectations and provide activities in lessons that are always structured sufficiently to motivate pupils and enable them to rise to the challenge posed
- increasing the usefulness of marking to make the pointers given more precise to help pupils improve to the next level.
- Enhance the extent of arrangements to promote community cohesion by:
 - providing opportunities in the curriculum which widen the breadth of pupils' experience and understanding of the diversity of belief and culture throughout the United Kingdom and internationally.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy taking part in lessons and are motivated to work industriously. They become engrossed in activities and work responsibly on their own or in small groups. Pupils take part productively in paired-discussion and happily contribute to whole-class questioning and debate. As they get older they take care to present their written and mathematical work neatly, although some do not take consistent care with their handwriting.

Over the last three years attainment at the end of both Year 2 and Year 6 has been low compared to national averages overall. Last year, mathematics standards remained disappointingly low. Raised English standards in Year 6 followed a concentrated effort to improve writing. This year, following continued attention to writing and a successful drive to improve mathematics teaching, a large majority of Year 6 pupils made good progress from well below average levels when they joined the school. In lessons observed during the inspection, in both English and mathematics, standards of attainment are now closer to those expected by Year 6 pupils nationally. Indeed, very few do not do as well as they should. Expert support ensures pupils with special educational needs and/or disabilities make good and, for some, outstanding progress. Given markedly improved progress, but a pattern of low attainment in recent years, pupils' achievement is satisfactory.

Pupils feel safe in school and know why procedures for safe conduct should be followed. They say that any bullying or misbehaviour is dealt with quickly and effectively. Pupils behave well in lessons and act sensibly in the hall and when outside. They enjoy lessons and the popular after-school physical activities. In turn, they know the importance of a balanced diet, hygiene and exercise for health. Through an effective school council, a buddy system to help younger schoolmates and participation in work to improve the grounds, pupils help make an admirable contribution to the school community. Facilitated through effective links with community organisations, pupils make a good contribution to the lives of others in their locality. The school choir has a deservedly

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good reputation in the locality for the pleasure it brings, such as in the district music festival. They have a strong respect for others and an understanding of peoples' needs and feelings through the school's development of emotional aspects of learning and its involvement in the Philosophy for Children initiative. Pupils' charitable work supports others less fortunate than themselves.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Effective teaching, drawing on the pool of talented teachers as role models to promote consistency, is developing but is not yet of a sufficiently uniform quality throughout. An effective combination of detailed planning, clear learning intentions, interesting activities and lively questioning sustains pupils' interest, encourages active involvement and fosters commendable endeavour. In such lessons, where teaching is at its best, pupils follow classroom routines diligently, work responsibly on their own or in small groups and learn well. Adept, well-coordinated support from teachers and teaching assistants helps pupils with special educational needs and/or disabilities make good progress. Pupils feel a strong sense of accomplishment and are proud when they do well. On

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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occasions, however, learning slows when some pupils struggle if the teacher does not use information about their abilities to structure their main task well enough to help them undertake it successfully. Implemented since the last inspection, a uniform approach to marking pupils' work is well established throughout. Teachers celebrate pupils' accomplishments and always give pupils pointers for improvement. However, they are not precisely focused upon what is needed to reach the next level and so do not contribute as much as they might to improving progress and raising attainment. Strengths in the curriculum lie in the many activities that broaden pupils' experience. Visitors and visits in partnership with local heritage centres, community agencies and neighbouring specialist secondary schools expand cultural and sporting awareness. At present, however, pupils have too few opportunities to develop an understanding of the diversity of life in the United Kingdom and in different parts of the world. Opportunities to take part together in choral work and samba drumming, enterprise, residential outdoor activities and a wide range of sports substantially contribute to develop pupils' social and physical skills. Themes, such as in history, geography and science, link effectively to promote progress in literacy, numeracy and the use of information and communication technology. Adaptations tailored to support pupils with special educational needs and/or disabilities foster their good progress.

Considerate relationships and assiduously followed safeguarding arrangements assure the welfare of all pupils. Careful identification, skilful teaching assistance and a close eye kept on their development together make a key contribution to support pupils at risk of underachievement. Adroit management of the emotional and behavioural difficulties some vulnerable pupils present, very effectively ensures an atmosphere of trust and calm, develops their confidence and leads to good progress. Good arrangements successfully prepare pupils for moving from one part of the school to the next and then on to secondary education. Procedures to support attendance are sound and, although attendance is average, absenteeism is lower than in many similar schools.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders are strongly committed to improving progress in all parts of the school and, in turn, to raising standards. They are determined and sharply focused on promoting more effective teaching throughout. Initiatives to raise writing standards bore fruit last year as did work to improve mathematics but they are yet to be firmly

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established. All pupils participate fully because the school promotes equality of opportunity effectively and is careful to prevent discrimination of any kind. Procedures for reviewing the school's work, strengthened since the last inspection, involve staff and members of the governing body and lead to an accurate evaluation with appropriate priorities set for improvement. Although they do challenge and probe, governors rely upon the headteacher's and local authority's reports to provide up-to-date perspectives. Already developing expertise through training, they know their next steps are to become more involved in gathering information at first-hand to enhance their role in evaluation and offering strategic direction. Effective partnerships with support agencies, local festival organisers and institutions such as a nearby theatre enhance the quality of education. The school reaches out to parents through bulletins, newsletters and meetings. Of particular note is the excellent contribution participation in the National 'Achievement for All' initiative is making to enlist parents' support for learning at school and home. Following a thorough analysis, the governing body has assured a satisfactory contribution to community cohesion, although plans to widen pupils' awareness of life in the United Kingdom and overseas are yet to be implemented. The governing body is diligent in ensuring that all measures for safeguarding the welfare of pupils are in place and meet current guidelines and, in turn, pupils have a good understanding of safe behaviour and act considerately. Almost all parents are fully satisfied with the arrangements. Given that pupils' low standards in recent years have only recently improved, value for money is satisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Children benefit throughout this period of their education. When they join the Nursery, a majority of children's skills are well below the expectations for their age in all areas of learning. Most leave the Reception class having made good, and for some outstanding, progress in their personal and social development, in physical and creative development and in acquiring knowledge and understanding of the world where their standards are close to the national expectation. They make satisfactory progress in developing communication and language skills and in aspects of mathematical development. Here, standards are below those expected. Children are well behaved, enjoy learning, and are able to play and learn well together or independently. They form good relationships with other children and adults and, in turn, know who to ask for help if they have any concerns.

Skilled staff make very effective use of the indoor and outdoor facilities to provide a supportive environment in which children feel safe and develop confidence. A good balance of well-arranged activities in all areas of learning stimulates their imagination and enjoyment. They learn in a carefully managed way that blends adult support with activities that they choose for themselves. Their 'cycle wash' was an inspired model promoting collaborative learning in many areas.

In this well led and managed stage of children's education, all staff work and plan effectively together as a coherent team. Effective assessment procedures enable a good match of activities and expectations to children's particular needs and are used well on a day-to-day basis to tailor learning to suit. They have a good knowledge of children's progress and interests and help them develop further. They rightly give priority to ensuring children continue to make good progress as they move through Nursery into Reception and then on into Year 1. They share information about children's development with parents who, in turn, express a high degree of satisfaction and feel assured about the school's good welfare arrangements for their children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The great majority of parents who returned questionnaires were very supportive. They were particularly pleased that their children enjoy school, with the way the school ensures that their children are safe and with the teaching. The inspectors uphold these views but judge that teaching is satisfactory overall with some, but not all, that is good.

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Some responses reflect concerns about misbehaviour. Inspectors did not see any unacceptable conduct. They found that the school skilfully manages the difficult behaviour of some pupils with special educational needs and/or disabilities and takes care to ensure it does not affect the progress of other pupils in lessons. Of those who wrote comments, some were very positive and a few voiced their worry about cycles being ridden in the grounds. While the school encourages physical activity such as cycling to school and closes the gate for motor traffic at the start and end of the day, it is aware of these concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lakes Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 80 completed questionnaires by the end of the on-site inspection. In total, there are 264 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	44	41	51	3	4	0	0
The school keeps my child safe	38	48	40	50	2	3	0	0
The school informs me about my child's progress	34	43	37	46	6	8	3	4
My child is making enough progress at this school	31	39	44	55	3	4	2	3
The teaching is good at this school	37	46	39	49	2	3	1	1
The school helps me to support my child's learning	35	44	34	43	9	11	2	3
The school helps my child to have a healthy lifestyle	29	36	44	55	7	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	40	38	48	6	8	0	0
The school meets my child's particular needs	32	40	40	50	6	8	2	3
The school deals effectively with unacceptable behaviour	20	25	41	51	13	16	4	5
The school takes account of my suggestions and concerns	26	33	40	50	10	13	3	4
The school is led and managed effectively	28	35	42	53	6	8	3	4
Overall, I am happy with my child's experience at this school	37	46	34	43	7	9	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 June 2010

Dear Pupils

Inspection of Lakes Primary School, Redcar, TS10 4JH

My colleagues and I really enjoyed our visit to inspect your school this week. Thank you for helping us when we came to see you in lessons and assemblies. You were very polite and helpful and we did enjoy talking with those of you whom we met. We know your headteacher and all the staff are very proud of you. We were delighted to see how much you like to take part in lessons and that you were well behaved. We were pleased to see how you contribute to school life, for example, as school councillors and in ways to help others.

Your school gives you a satisfactory education. All the adults in the school look after you very well and make good arrangements to keep you safe. Many of you now make good progress throughout the school. In some lessons you do not make as much progress as you should. We have asked your school to help you do as well as possible by putting some steps into the activities so that, although they are challenging, you should be pleased when you succeed with a difficult task. In recent years, standards have been low in the English and mathematics tests you all have to take in Year 6. We saw that English results improved last year and mathematics results rose as well this year. That is good news and we have asked the school to see if they can help more of you do well to lift your results above average in future. When we looked at your books we liked the way your teachers let you know how well you are doing and we have asked them to always give you clear and precise pointers to help you reach the next level of work.

We have also asked your headteacher and the governors to widen the opportunities you have to find out about the wide variety of beliefs and cultures of the people from many backgrounds who now live in the United Kingdom and those who live overseas.

You have many opportunities at Lakes Primary School to learn about life and these help you to prepare for the future. We hope that you all do really well.

Yours sincerely

Graeme Clarke

Lead inspector

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