

# Lakeside Primary School

## Inspection report

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<b>Unique Reference Number</b>	115594
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	338612
<b>Inspection dates</b>	18–19 May 2010
<b>Reporting inspector</b>	Anthony Shield

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	408
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pat Kearsey
<b>Headteacher</b>	Colin Doctor
<b>Date of previous school inspection</b>	19 May 2010
<b>School address</b>	Hatherley Road Cheltenham GL51 6HR
<b>Telephone number</b>	01242 524756
<b>Fax number</b>	01242 524756
<b>Email address</b>	head@lakeside.gloucs.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by four additional inspectors. They visited 22 lessons or parts of lessons, and all teachers were observed. Inspectors held meetings with governors, members of staff and pupils. They also spoke to a few parents at the school gate, observed the school's work, and looked at a range of school documentation, including the school's self-evaluation form, safeguarding and other policy documents, the development plan and records of pupils' progress. In reaching their judgements, they took into account the views of 170 parents and carers, in addition to those of pupils and staff, expressed in questionnaires.

Inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- the extent to which recent changes have been welcomed and adopted by staff, governors and parents
- the contribution of all staff to self-evaluation and school improvement
- whether improvements made to performance in 2009 in Key Stage 2 are secure
- the extent to which teaching has improved and that improvements are rooted in practice
- the extent to which improvements in outcomes and provision in the Early Years Foundation Stage have been made.

## Information about the school

This school is larger than most primary schools. Most pupils are from a White British background, with a small number from other ethnic heritages. The proportion of pupils eligible for free school meals is well below average and the proportion with special educational needs and/or disabilities is also below average. These pupils have a range of needs, including moderate learning difficulties, emotional and behavioural difficulties, speech and communication difficulties and autism. The school provides for children in the Early Years Foundation Stage in its Reception classes. It has both Healthy School status and the ActiveMark. The school was without a substantive headteacher until the present headteacher arrived in September 2009.

**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**

**3**

### Main findings

Lakeside is a satisfactory school. It has come through a difficult period well and, with the new headteacher providing a renewed sense of purpose, the school is moving forward with confidence. The headteacher's ambition is clear. Since his arrival, he has worked successfully to raise expectations, tackle some longstanding weaknesses and retain the support and confidence of staff, governors and parents. Above-average outcomes for pupils have been sustained. Improvements are well founded on accurate self-evaluation which is informed by a careful analysis of performance data. This lends confidence to the view that the school's capacity to improve further is satisfactory.

There are a number of key strengths and areas for further improvement.

- Attainment is above average, although results in national tests in Year 6 have been uneven in recent years. Nevertheless, improvements, particularly in English in 2009, have been sustained.
- Standards are above average and, given their starting points, pupils' progress is satisfactory. However, progress is uneven. Expectations are not consistently high and in lessons, pupils are sometimes too passive and not given enough opportunities to get involved actively with their learning.
- Pupils' attendance is high, and pupils and their parents and carers recognise the value of regular attendance. Pupils behave well and their sensible and conscientious attitudes to learning make a strong contribution to the progress they make.
- The school's sensitive attention to pupils' care, guidance and support encourages pupils to feel very safe. Good relationships between adults and pupils and amongst the pupils themselves are at the heart of the school's work.
- Pupils have a good understanding of a healthy lifestyle, and most pupils eat healthily and participate enthusiastically in an active lifestyle.
- In lessons, teachers create a purposeful working climate. Some teaching is good, but not all, and ironing out this uneven quality is a key issue for the school. Progress is more limited when teachers do not use assessment to set work at the right level for all pupils, and when pupil targets are not adapted to help pupils understand how to move on.
- The curriculum is under review and the school has rightly identified the need to develop a more thematic approach in which links between subjects are reinforced through getting pupils to use basic skills in different contexts, and in which pupils are encouraged to ask as well as answer questions.
- While the headteacher and his deputy lead skilfully, leadership and management at other levels is uneven. Monitoring is insufficiently systematic and not all staff have the skills and confidence to lead and manage in their areas of responsibility.

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Most parents and carers are pleased with the school, and a very large majority say they are happy with their child's experience at school. Typical of several comments made to inspectors was, 'We could not be happier. He absolutely loves coming to school.'

**What does the school need to do to improve further?**

- Improve pupils' learning and accelerate their progress by:
  - raising expectations of what pupils can achieve
  - making sharper use of information about how well pupils are doing to modify tasks in lessons to meet the needs of individual pupils and challenge all to do their best
  - develop pupils' skills as active and independent learners
  - ensure pupils know how well they are doing and what they need to do next to improve.
- Develop the curriculum to encourage pupils' curiosity in learning by offering more opportunities for:
  - making links across subjects
  - applying and using skills in different and relevant contexts
  - solving problems independently of the teacher.
- Build the capacity of leaders and managers at all levels to drive improvements through:
  - involving all staff in a systematic programme of review and evaluation
  - giving them opportunities for taking responsibility and leading initiatives.

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

Most pupils say they learn a lot in lessons, and they clearly enjoy school. Standards in reading, writing and mathematics at the end of Year 2 have been more consistently above average than at the end of Year 6. Nevertheless, pupils' progress is improving as the impact of the measures introduced since the beginning of the year take effect. Some good progress was seen. In a Year 6 lesson, designed to teach pupils to understand dialogue in narrative writing, the teacher's approach inspired interest and humour. Confident teaching encouraged pupils to expand their vocabulary and use of language. Good progress was, however, hindered by the lack of opportunities for pupils to develop their own thinking and ideas. In another Year

5 mathematics lesson, pupils responded particularly well to a practical and active approach to learning, calculating the missing angle in a triangle. Outcomes were enhanced by the good pace of learning and the teacher's sharp awareness of how well individual pupils were progressing. There are no significant differences between the outcomes for boys and girls, and pupils with special educational needs and/or disabilities make satisfactory progress. Support for them by teaching assistants is well focused and

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targeted.

When given opportunities, pupils take their responsibilities to contribute seriously, and increasingly the school is taking their views into account on such things as the introduction of bike sheds and the redesign of the curriculum. Pupils are not yet, however, fully involved in making decisions about their own learning. Pupils' basic skills, including computer skills, are good although they do not confidently apply these in different contexts.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Teaching is improving as the impact of comprehensive whole-school assessment systems and initiatives to lever up standards take effect. Teachers are increasingly using their knowledge of how well pupils are doing to set appropriate tasks and challenging targets, but oral feedback and marking remain uneven in quality. As a result, pupils are sometimes unsure about how well they are doing and what they should do next to improve. Pupils relish opportunities to think for themselves and take an active role in their learning, but too often, they are passive and wait to be told before moving on.

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<sup>1</sup> 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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The curriculum meets pupils' needs reasonably well. Provision, for example for pupils with special educational needs and/or disabilities, is well organised and flexible. Specific learning needs are identified quickly through the systematic monitoring of pupils' progress. Links across subjects to promote pupils' appreciation of the relevance of their learning are underdeveloped and opportunities for pupils to work independently and take more responsibility for solving problems on their own are limited. A range of visits, visitors and clubs enrich pupils' experience.

The school provides a good framework for the care, guidance and support of pupils. Transition arrangements are well established and children settle quickly into school routines in the Reception classes. Good links with home and external agencies ensure that all pupils, and especially the most vulnerable, are well looked after. Care for the individual pupil is at the heart of the school's work.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Key to the improvements in provision now being made are the better systems for monitoring pupils' progress. This development has enabled the school to have a clear view of progress and is a secure basis for realistic self-evaluation. Procedures for monitoring and review are also helping to ensure that expectations are levered up. However, systems are not yet rooted in everyday practice and middle managers are insufficiently, though increasingly, involved. Nevertheless, there is a strong commitment to equal opportunities, inclusion and removing barriers to individual pupils' achievement. Challenging targets are driving school improvement alongside a determination to get the best from every pupil. Curriculum teams in literacy and numeracy are effective in providing a collaborative approach. The governing body is providing good support and challenge. They are knowledgeable and committed partners in the school's leadership. Parents and carers are also regarded as key partners. The school works successfully to keep them in touch through a newsletter and regular coffee mornings. The Parent Teachers' Association provides generous support. The school's approach to safeguarding ensures all pupils are safe and well looked after. All statutory requirements in relation to safeguarding were in place at the time of the inspection.

The school is reviewing its approach to community cohesion and is keen to develop closer partnerships with diverse communities both nationally and globally. While pupils have a good understanding of the make-up and values of its local community, their

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understanding of a culturally diverse United Kingdom is more limited.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children make satisfactory progress in the Early Years Foundation Stage, from their starting points. Most, though not all, children enter with skills and attitudes which are above those expected for their age. Outcomes are satisfactory, and by the time they enter Year 1, children are ready for a more formal approach to learning. Children are well looked after and their care and welfare is central to the school's provision. The classrooms are attractive and designed to offer children the opportunity to choose for themselves and play safely. They develop skills confidently in a relaxed but purposeful atmosphere. For example, children loved their adventures in the well-constructed space ship, and in building rockets with Lego. They tuck in enthusiastically to their fresh fruit at snack time. While outdoor space is currently limited, children nevertheless make good use of it and there are well considered plans to develop this area. Children share and cooperate with each other well. They settle quickly into routines and help clear away willingly and sensibly. Assessments are made of individual children's progress through observation and are carefully recorded. The use of these to plan appropriate work for each child is developing securely, but needs more time before assessment is fully embedded in everyday practice. The Early Years Foundation Stage has made rapid strides recently and there is a clear understanding of the provision's strengths and aspects which need to be developed further.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

### **Views of parents and carers**

Those parents and carers who responded to the questionnaire were very supportive of the school. Most believe that their children are happy, safe and doing well at school. Many parents and carers who added comments said how much they appreciated the way teachers had held the school together during the period of uncertainty when there was no substantive headteacher. The expectations of parents and carers are high and several commented that their children are not challenged enough. Inspectors agree that while most pupils reach above average standards, they could do better. A few parents and carers commented negatively on the school's communication with parents, but inspectors judge this aspect of the school's work to be good.

## Responses from parents and carers to Ofsted's questionnaire

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	104	61	64	38	1	1	0	0
The school keeps my child safe	89	52	77	45	2	1	0	0
The school informs me about my child's progress	56	33	91	54	20	12	0	0
My child is making enough progress at this school	76	45	81	48	10	6	0	0
The teaching is good at this school	96	56	67	39	2	1	0	0
The school helps me to support my child's learning	71	42	78	46	14	8	0	0
The school helps my child to have a healthy lifestyle	73	43	81	48	12	7	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)	59	35	73	43	5	3	2	1
The school meets my child's particular needs	76	45	78	46	13	8	0	0
The school deals effectively with unacceptable behaviour	57	34	80	47	17	10	1	1
The school takes account of my suggestions and concerns	60	35	83	49	12	7	2	1
The school is led and managed effectively	65	38	70	41	20	12	1	1
Overall, I am happy with my child's experience at this school	88	52	73	43	6	4	0	0

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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



21 May 2010

Dear Pupils

Inspection of Lakeside Primary School, Cheltenham GL51

I am writing to thank you for welcoming us to your school and for helping us to make our judgements. We particularly enjoyed talking to you and hearing about what you do at school. Yours is a satisfactory school and one that is improving. Here are some of the main findings from the report.

- You obviously enjoy your lessons, and we were impressed to see how hard you work; your good attitudes and behaviour make a big difference to the progress you make.
- You told us how safe you feel in school, something your parents also like. The school takes good care of you and you get on well with everybody.
- You make good efforts to come to school regularly
- You reach good standards and your progress through the school is as expected. While some teaching is good, sometimes teachers do not expect enough of you, or use information about how well you are doing to set you work which suits your ability, or give you tasks which make you think for yourself. If you don't know what to do to improve your work, you must ask the teacher!
- Inspectors also think you could be asking questions as well as answering them! That's about making the things you learn interesting and relevant to your own lives.
- The headteacher is working successfully to make the school better, but we want all teachers to get involved.

Thank you once again for your help during our visit, and best wishes for your work in the future!

Yours sincerely

Tony Shield

Lead inspector

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