

Lakeside School

Inspection report

Unique Reference Number	116603
Local Authority	Hampshire
Inspection number	338835
Inspection dates	1–2 December 2009
Reporting inspector	Charles Hackett

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

Type of school	Special
School category	Community special
Age range of pupils	11–16
Gender of pupils	Boys
Number of pupils on the school roll	77
Appropriate authority	The governing body
Chair	Marianne Ormon
Headteacher	Gareth Evans
Date of previous school inspection	2 October 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and held meetings with the school's Connexions officer and a social care worker. They observed the school's work, and looked at teachers' planning, governors' meeting minutes, data on students' achievements and some correspondence to the school. They analysed 17 parent and carer questionnaires.

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

- the evidence to form a judgement on students' progress and whether it is similar for all groups of students with additional special educational needs and/or disabilities
- whether the curriculum and care provide equality of opportunity and eliminate discrimination
- the strengths of leadership and management and whether the headteacher's involvement in managing another school has an impact on the school's effectiveness
- the characteristics of teaching and how effective it is in enhancing the learning of all groups of students in the school.

Information about the school

Lakeside caters for boys with behavioural, emotional and social difficulties. Many have additional special educational needs and/or disabilities, such as autistic spectrum disorders or specific learning difficulties. There is a small proportion of looked after students. There are no students from minority ethnic backgrounds. Up to ten students can stay each evening in the residential unit at the school. At the time of the inspection, problems with the heating system meant that the residential unit was not in use. For nearly four years, the headteacher has jointly managed this school and a pupil referral unit elsewhere in the county. To cover this, the deputy headteacher takes on additional day-to-day responsibilities for the management of the school.

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?

2

The school's capacity for sustained improvement

3

Main findings

Lakeside is a good school where students are well supported by a staff team committed to providing high levels of individual support. The very nature of students' vulnerability because of their behavioural, emotional and social difficulties is fully recognised. Good systems are put in place to counter these and enable the students to make good progress in their learning and other key aspects of their development. Particular strengths of the support given to students and their families include the work of the school social worker and the high quality of weekly progress reports. Excellent links have been established with a wide range of other agencies and these are used very well to address students' often challenging individual circumstances.

Responses in students' questionnaires clearly show that they like school and improved attendance figures for many show this. There are, though, as at the time of the last inspection, a few poor attenders who reduce the school's overall figures. Rigorous efforts are made to bring about improvements for these students and it is difficult to see what other action the school could take. Behaviour is good in the vast majority of situations. This includes when students are out of school, as shown by letters received by the school to compliment the boys' conduct. In school, students are generally polite and welcoming. There are still a few instances of weaker behaviour, often related to students' special educational needs and/or disabilities, as seen in two lessons observed during the inspection. A strength of the school is the support mechanisms in place to reduce such incidents. These include good systems to record students' behaviour and provide regular feedback to the students and parents on how improvements can be made. This feedback is then used well to set demanding behaviour targets to bring about further improvements.

Safety procedures are extremely rigorous and include good individual risk assessments for each student. A high priority is given to health and safety, and child protection procedures are very thorough. Staff are well trained in both aspects, as well as in specialist strategies to effectively physically hold a student if necessary. The need for such action, though, is very rare.

The quality of teaching is good and this is leading to students making good progress. Excellent relationships between teachers and learning support assistants mean that in almost all lessons, students are attentive and receptive to the positive support they receive. For the most part, students enjoy their learning and this helps them achieve well in a wide range of subjects. Information and communication technology is used well, and in many areas of the school there are excellent displays of students' work. Good recognition is given to students' individual abilities, for example, in literacy. All staff are provided with assessment details of reading and spelling ages for use in

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planning their lessons. However, this information is not always used well by all teachers in planning lessons.

The curriculum offered to students, is well planned and has the goal of providing maximum opportunities of passing GCSEs and entry-level certificates, leads to attainment being average. The curriculum includes a good range of subjects, which are supported well by residential trips and visits to local facilities, such as a local science museum. In Years 10 and 11, vocational courses are limited, and this leads to students' opportunities to develop workplace skills to contribute to their future economic well-being being judged to be satisfactory rather than better. A start has been made in planning and developing community cohesion and there are good examples of students being involved in activities in the local community. Limited attention, though, has been given to developing students' understanding of the wider world.

Much of the credit for the development of the school's effectiveness lies with the headteacher's excellent drive and determination for the school to be the best of its kind. This determination has led to many improvements since the previous inspection and means the school is now offering a more effective level of provision. These improvements include much better systems in place to record students' achievements. The data generated from these, though, are not sufficiently well analysed for the school to be fully aware of students' progress and to check if groups of students, such as those who are looked after, do as well as each other.

Self-evaluation is satisfactory but not as accurate as it might be. Inspectors consider that a factor in this is the unrealistic expectation for the headteacher to take a 'hands-on' role in this school as well as another. Evidence suggests that this is reducing the capacity the school has to develop further. It is resulting in some key management tasks, such as the monitoring and analysis of data on students' outcomes, not being fully executed. Additionally, the governors are not being given a sufficient steer to carry out their responsibilities. Without doubt, governors are committed to the school and many are regular visitors, but they are not being provided with sufficient information to know the school's strengths and weaknesses and to monitor and evaluate the effectiveness of its policies. As a result, the capacity to improve is satisfactory.

What does the school need to do to improve further?

- Over the present academic year, establish a more effective management structure to increase the school's capacity to improve and give greater support to governors to carry out their responsibilities.
- Before the end of the present academic year, extend the emphasis put on supporting students' understanding of community cohesion.
- Next term, conduct a more rigorous analysis of the extensive data available on students' achievements to be confident all are making similar good progress.

Outcomes for individuals and groups of pupils

2

Students' learning was at least good in over half of the lessons seen. Recent

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observations from external subject specialists indicate that it is consistently good or better. Students enjoy being successful in a good range of lessons. For example, in design and technology, students express their pleasure at completing the making of small model boxes and then measuring up materials to work out requirements for full-size projects. Similarly, in food technology, Year 10 students enthusiastically engaged in preparing Yule logs with imaginative designs.

Data collected on students' progress show that almost all start from very low starting points. It is clear the majority of students make good progress, with a few making outstanding progress, particularly in reading. A scrutiny of the progress of the groups of students with additional special educational needs and/or disabilities indicates that many make good progress. Similarly, there are examples of looked after students making good or better progress, but a more detailed analysis is needed to confirm this. A small minority of students make only satisfactory progress, mainly as a result of poor attendance.

Students are developing a good understanding of the importance of healthy lifestyles. Almost all take part in physical education, as well as lunchtime and after-school activities. Excellent use is made of a nearby sports centre. Although the school site is non smoking, a few students admit to being smokers. Many of these students have, though, joined anti-smoking programmes at school in an attempt to stop.

Preventing bullying continues to be given a high profile in the school. The nature of students' special educational needs and/or disabilities can have an impact on this. For example, some with autistic spectrum disorders can perceive some incidents as bullying when this is not the case. Nevertheless, students report that staff deal with any incidents promptly and effectively. This leads to the vast majority of students saying they feel safe in school and almost all parents having a similar view.

Students on the school council stress how much importance they feel staff give to their views and ideas. They highlighted aspects, such as the acquisition of tennis rackets and the inclusion of tennis on the timetable, as directly as a result of their involvement.

Students' moral and social development is given a high priority and this means they make very good progress in these aspects. Students' excellent improvements in their behaviour and social interaction skills are testament to this. Spiritual and cultural development is not given quite as much prominence. The regular celebration of students' achievements does, though, successfully boost their self-esteem and gives them opportunities to reflect on themselves and others. Excellent work in art increases their appreciation of cultural aspects.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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?

In the majority of lessons seen, teaching was good or better. Excellent teaching was seen in a Year 11 mathematics lesson where the activities planned related to the teacher's prior assessment of students. This led to students showing good levels of concentration and making rapid progress. A common strength of teaching throughout the school is the positive relationships staff have established with the students. For example, in a Year 9 art lesson, the respect that students have for the teacher and assistant contributes to the excellent learning environment created. This results in students enjoying their work and being eager to do as well as they can. Teachers have good subject knowledge and this contributes positively to the quality of students' learning and progress. This is a key characteristic of teaching in information and communication technology. In a Year 11 lesson observed, expert advice from the teacher led to a student making excellent progress using a sophisticated piece of software to make a short film show. In the few lessons where teaching was less effective, it was because insufficient use was being made of assessment information to plan the work, and behaviour was not managed as well as usual.

The strong emphasis of the curriculum to boost students' academic attainment is balanced with an appropriate recognition of the need to improve their behaviour and support their social and emotional development. Individual support programmes to improve literacy are well integrated into the timetable. A good personal, social and health education programme supports students' increased awareness of healthy lifestyles. The curriculum, though, is more limited in relation to vocational courses and college links and this does lead to a few leavers finding the transition to college when

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they leave school difficult.

Two daily staff briefings focus strongly on the specific needs of students. The aim of these meetings is to ensure that considerable attention is given to putting in place appropriate support and guidance for each individual. This practice together with effective communication between staff, including those on the residential care team, ensures that there is a strong consistency in the work undertaken. Improvement targets are set for behaviour and for each subject, although the quality of these does vary and a few teachers do not use them effectively to gauge progress.

These are the grades for the quality of provision

The quality of teaching	2
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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership and management of this school are strong. The headteacher and his deputies have an excellent understanding of the level of provision required in a school for students with behavioural difficulties. This has led to the school being as effective as it is and students understanding clearly what is expected of them. Equality of opportunity is given a high priority and there are no forms of discrimination tolerated. The support given to students with literacy difficulties is an example of how extra provision is put in place to boost students' achievements.

The safeguarding of students is given a high priority. Rigorous attention is given to risk assessments, where the knowledge all staff have of students is used well to ensure they are safe. Health and safety aspects are considered carefully and there are sufficient first aiders on site. No concerns exist as to the checks made on the suitability of staff to work with children, although the central record has a few clerical omissions which are being addressed.

Much has been done since the previous inspection to embed and secure the school's effectiveness. There are, though, some key management aspects not fully covered. These include insufficient detailed monitoring of behavioural and achievement data to enable the school to accurately evaluate its effectiveness. Inspectors consider that the excessive demands placed on the headteacher to lead and manage two schools is a contributing factor to these weaknesses and means that despite the obvious evidence of some improvements, the capacity for further improvement is currently limited.

Governors are fully committed to supporting the school and many are frequent visitors. They do need, though, more detailed information to know the school's strengths and areas to develop. Increased support from senior staff is required for them to be able to

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monitor policies and be in a position to evaluate their effectiveness. For example, they know from reports that bullying incidents have occurred but they are not given sufficient information on how many and what type to be able to judge whether the present anti-bullying policy is effective or needs to be amended. Community cohesion is satisfactory because of the good links established with the local community and the plan to develop it further, but more is needed on supporting students to understand worldwide issues.

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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Only four of the 17 responses from parents included a negative view or comment. Of these, two contained negative comments throughout. The same four parents felt their children do not enjoy school and are not making enough progress. Attendance for many students is good but poor for a few, and inspectors judge progress to be good, as evidenced by data on achievement and observations of progress in lessons.

The vast majority of parents made very positive comments about the school and the impact it had had on their child. An example of this was, 'A's confidence and self-esteem has grown so much, He is happy, loves sport and is doing really well in his progress', while another summed up her view of the school by saying, 'I am more than happy with every aspect of education at Lakeside.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lakeside 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 inspector received 17 completed questionnaires by the end of the on-site inspection. In total, there are 77 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	8	47	5	29	2	12	2	12
The school keeps my child safe	8	47	7	41	1	6	1	6
The school informs me about my child's progress	9	53	8	47	0	0	0	0
My child is making enough progress at this school	7	41	6	35	4	24	0	0
The teaching is good at this school	8	47	5	29	2	12	1	6
The school helps me to support my child's learning	7	41	8	41	1	6	0	0
The school helps my child to have a healthy lifestyle	7	41	6	35	2	12	1	6
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)	7	41	9	53	1	6	0	0
The school meets my child's particular needs	7	41	7	41	2	12	0	0
The school deals effectively with unacceptable behaviour	9	53	4	24	2	12	1	6
The school takes account of my suggestions and concerns	6	35	7	41	2	12	1	6
The school is led and managed effectively	8	47	6	35	3	18	0	0
Overall, I am happy with my child's experience at this school	8	47	5	29	2	12	1	6

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



4 December 2009

Dear Students

Inspection of Lakeside, Chandler's Ford SO53 2DW

Thank you for being so friendly and polite when we visited your school recently. All three of us very much enjoyed our time in school. We have no doubt that you have a good school where staff go to great lengths to support you. This support we can see does not just help you in lessons but helps you deal with the many challenges you face out of school.

In the school, teaching is good and there is a good curriculum. This is leading to almost all of you making good progress in your learning. You are improving your behaviour and understanding of the benefits of leading healthy lifestyles. A few of you, though, are still poor attenders and I think you could do more to improve this.

It is very clear that the school is well led by the headteacher and other senior staff. They show a real commitment to making sure the school does its best for you. There are, though, three things that we suggest they could do to improve the school even further:

- improve the management structure to enable the school to improve further and provide the governors with more support to carry out their duties
- give a greater emphasis to promoting community cohesion throughout the school
- analyse data on your achievements in more detail to know how well you are all doing.

We hope you all continue to work hard in your studies and do well when it comes to taking examinations.

Yours sincerely

Charles Hackett

Lead inspector

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