

Lakefield CofE Primary School

Inspection report

Unique Reference Number	132248
Local Authority	Gloucestershire
Inspection number	341325
Inspection dates	10–11 December 2009
Reporting inspector	Raymond Jardine

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

Type of school	Nursery
School category	Community
Age range of pupils	4–11
Gender of pupils	Boys
Number of pupils on the school roll	184
Appropriate authority	The governing body
Chair	Keith Withers
Headteacher	Fiona Arnison
Date of previous school inspection	2 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 21 lessons, and held meetings with governors, staff and with groups of pupils. They observed the school's work, and looked at a range of school documentation, including the school improvement plan, policies and procedures for safeguarding pupils, assessments of pupils' progress and 77 parents' questionnaires.

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

- the extent to which recent improvements in pupils' learning and progress are being sustained, particularly among girls and in mathematics
- the consistency of teaching quality and use of assessment, and how they can be improved further
- the extent to which the school is contributing to community cohesion.

Information about the school

This is a little-below-average-size primary school that serves the villages of Frampton on Severn, Saul and Arlingham, near Gloucester. Nearly all pupils are from White British backgrounds. Very few are at an early stage of learning English. The proportion of pupils who have special educational needs and/or disabilities is below average, as is the proportion who are known to be entitled to free school meals. There is a nursery and childcare provision on site that is managed by the governing body and the school makes provision for other children in the Early Years Foundation Stage in its Reception class. The school has gained national Healthy Schools, Gold Artsmark, Activemark and International School awards.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school that has improved in key areas such as pupils' achievement and the quality of the curriculum since its last inspection. The improvements reflect the determination with which the staff work together to promote the school's aims and to provide the very best for their pupils, under the excellent leadership of the headteacher. Pupils enjoy their time at Lakefield Primary very much. Behaviour is excellent and pupils are thoughtful and caring of each other, reflecting the impact of the school's ethos and values. Pupils readily take responsibility and become confident and articulate young people, very well prepared for the next stage in their education. Procedures for self-evaluation are very rigorous, especially in analysing patterns in pupils' achievement. Governors form an integral part of the process and the staff work very effectively to review how well the school is doing. Actions taken when weaknesses are identified are determined and effective. Consequently, standards have improved in the last three years, particularly in English, where improving writing was a school priority, and in science. Attainment by Year 6 is now very high overall. The school has also emerged from a period of considerable staffing changes very well, reflecting the high quality of management and support provided. The track record demonstrates the school's outstanding potential to sustain its high academic standards and make further improvements to its work.

Pupils make good progress throughout their time at school because teaching is good. Some teaching is outstanding, particularly in science where pupils' learning and progress are excellent as a result. The school is innovative, outward-looking and involved in a number of national projects, including one about the use made of assessment. Consequently, teachers gather a lot of useful information about their pupils and each pupil's progress is reviewed regularly. The use of the information to guide day-to-day teaching is not yet entirely consistent. At their best, teachers adapt teaching methods and pupil groupings daily in response to the detailed checks on and marking of pupils' work. In these lessons, all pupils are challenged and they learn very well. Members of staff are determined to build on such best practice in teaching methods to make more teaching outstanding across subjects. Pupils also learn to work collaboratively and independently from an early age. Even so, the school recognises that it needs to extend opportunities for children in the Nursery to make choices about their activities, indoors and out, to match the very good balance of choices established in the Reception year. The outstanding curriculum is stimulating and enriched in many ways and there is a wealth of very popular clubs and activities that include drama, music and many sports. Much has been done to extend opportunities to develop creativity by linking subjects through exciting topic work, whilst ensuring that key skills in literacy, numeracy and

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information and communication technology (ICT) are taught rigorously. Standards of care and support for pupils, particularly those who require additional support, are very high, contributing much to pupils feeling very safe, happy and secure at school. Attendance levels are also high. Resources are used very effectively and the school provides outstanding value for money.

What does the school need to do to improve further?

- Improve teaching quality further to make much of it outstanding by building on the best practice in using assessment to ensure that all pupils are challenged.
- Extend children's independence in making choices in the Nursery.

Outcomes for individuals and groups of pupils**1**

Pupils enjoy their learning very much, throughout the school. Lessons are stimulating and pupils are adept at working independently to develop their knowledge and skills. This adeptness enables teachers and other adults to focus their support on specific pupils where necessary. Pupils' progress was good in almost all the lessons seen and in some it was outstanding. In the great majority of lessons, pupils find tasks challenging, although occasionally the more able could progress better. The school acts on its analysis of patterns in pupils' progress. In 2009, boys achieved better than girls and attainment in mathematics did not match the very high standards in science and English, although all of these subjects were significantly above average in Year 6. Both these differences have closed. Currently, boys and girls are doing equally well and attainment in mathematics is now high and matching other subjects, as a result of the school's focus on problem solving skills. Pupils who have special educational needs and/or disabilities are very well supported, both in lessons and through thoroughly planned individual support.

Pupils make an excellent contribution to their own and the local community. They participate fully in the many additional clubs and sports provided, benefiting from partnerships, for example through specialist sports coaching. Pupils' participation in drama and music events, both in school and further afield, contributes much to pupils' cultural development. Well-established links in the local parishes and with businesses help promote very good spiritual, moral and social development. Pupils know their views are valued and acted on, for example through the school council. Pupils are also acquiring a good understanding of other cultural traditions not represented within their immediate community through associations with contrasting schools both here and in Kenya. Most pupils apply their good knowledge to make healthy choices about their lifestyles and they learn very well how to be safe, including when using the internet.

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	1
Taking into account: Pupils' attainment ¹	1
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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good throughout the school; some of the lessons seen were outstanding. Lessons, typically, capture pupils' interest and imagination and, consequently, pupils engage enthusiastically in class discussion and follow-up tasks. Pupils are encouraged to express their ideas and their reasoning through teachers' very good questioning techniques. In one mathematics lesson, Year 6 pupils were very competitive as they worked in teams to identify features of a set of numbers, at speed. Much has been done in the last few years to improve the quality and use of assessments of pupils' learning and progress through innovative methods. For example, detailed marking and feedback to pupils provide specific guidance on their next steps. In the best practice seen, teachers adjust teaching methods and pupil groupings daily in response to the individual assessments. This adjustment results in personalised learning and very good responses from pupils who appreciate such individual attention. Such outstanding practice is not yet consistent across the school, a goal that the school is working to achieve. In a few lessons, class discussion can go on for too long and the tasks set do not always extend the most-able pupils by building on their previous learning. Information and communication technology is used very effectively by teachers and by pupils to promote learning.

The curriculum is planned very thoroughly to provide stimulating and relevant topic work that links subjects constructively. It is enriched by a great many memorable visits to drama and musical events, for example, as well as residential experiences and visitors to school. Partnerships with other schools and local businesses do much to extend the quality and range of experiences for pupils, for example when learning about

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sustainable development or providing for those who are gifted and talented. Parents and carers are very well informed about the curriculum and ways in which they can help their children to learn, including their children's personal targets. Members of staff know their pupils very well and standards of care, guidance and support are high. The school's breakfast and after-school clubs are very social occasions that make a good contribution to pupils' health and well-being. Inspectors also found examples of excellent assessment and support for some pupils facing challenging circumstances and their families.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Self-evaluation is rigorous and systematic, operating in a well-established cycle that involves governors and seeks the views of parents and carers and pupils. The staff work very effectively together and management responsibilities are distributed throughout. The staff are linked together in teams to provide support for each other in their subject leadership roles, for example when their subjects are the focus of a detailed review. This has proved very effective in ensuring that the school provides a challenging and very well-planned curriculum and that the drive for improvement is vigorous at every level. Consequently, morale is very high and members of staff are encouraged to be innovative. Teaching is monitored accurately and the best practice shared through targeted coaching and mentoring to improve it further. The shared ambition to achieve high standards together with detailed planning through the school's development plan is the key to the school's success. The school places a very high priority on promoting equality of opportunity. School and individual pupil targets are challenging. Careful analysis of pupils' current and past progress ensures that any emerging patterns in their academic and personal development are tackled promptly. The school also monitors take-up of clubs and extra-curricular activities and acts to remove any barriers for those pupils wishing to attend them. Procedures for safeguarding pupils are of high quality and rigorously applied, particularly in relation to child protection, and governors regularly audit these arrangements. The arrangements are updated and informed by parents' and carers' and pupils' views. Governors are influential and their monitoring role is integral to the school's management. They visit regularly and are confident in challenging the quality of the school's work. Governors are sensitive to local community needs and consult parents and carers through meetings and surveys. The school has audited its work in promoting community cohesion. It has very well-developed links with local business and community organisations and the school itself is a very harmonious

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community. There are a number of initiatives that are well underway to extend pupils' understanding of social, religious and cultural diversity beyond that found in the immediate locality, for example through links with contrasting schools elsewhere in Britain and abroad.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children's learning and progress are good throughout Nursery and Reception classes in all the areas of learning. Children, happily, engage in a wide range of learning opportunities which are planned well. Those children who are at an early stage of learning English, or who have special educational needs and/or disabilities are supported well so that they progress as well as others. Children's behaviour is excellent and the very good relationships that are evident promote children's personal and social development well. All the adults working with children are very knowledgeable about what provision is required, including welfare arrangements. Learning sessions are well planned and organised to provide good opportunities for children to learn, both indoors and outside, and there is a good range of resources available. While children in the Reception class routinely make their own choices about activities through a free-flow of activities indoors and out, this aspect of children's independence is not so well developed in the Nursery. The Early Years Foundation Stage leader has a good understanding of the strengths and weaknesses of the setting and effectively leads a suitably qualified team of practitioners. Strong links with parents ensure that children's welfare and their progress are assured.

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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

Almost all parents that responded to the inspection questionnaire are pleased with the school's work. All report that their children enjoy school, the teaching is good and that their children are kept safe. A very large majority feel that their children are making enough progress and that they are well prepared for the future. Many parents commented specifically on the good qualities of the staff and leadership of the headteacher. One summed up such views by commenting, 'There is a real sense of community within the school and the children are very happy.' Another said, 'The opportunities provided to the children, especially around music and sport, are amazing.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lakefield CofE 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 184 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	81	15	19	0	0	0	0
The school keeps my child safe	57	74	18	23	0	0	0	0
The school informs me about my child's progress	33	43	40	52	3	4	0	0
My child is making enough progress at this school	44	57	26	34	4	5	0	0
The teaching is good at this school	50	65	25	32	0	0	0	0
The school helps me to support my child's learning	43	56	31	40	2	3	0	0
The school helps my child to have a healthy lifestyle	44	57	30	39	2	3	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)	35	45	29	38	4	5	0	0
The school meets my child's particular needs	42	55	28	36	4	5	0	0
The school deals effectively with unacceptable behaviour	38	49	34	44	2	3	0	0
The school takes account of my suggestions and concerns	39	51	30	39	3	4	0	0
The school is led and managed effectively	54	70	20	26	2	3	0	0
Overall, I am happy with my child's experience at this school	53	69	23	30	1	1	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 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 pupils' 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.



14 December 2009

Dear Pupils

Inspection of Lakefield CofE Primary School, Frampton on Severn GL2 7HG

Thank you for the polite way in which we were received when we visited your school recently. I am writing to let you know about our findings from the inspection.

Yours is an outstanding school where you all get on very well together at work and play. You make good progress in your learning and, by the time you leave Year 6, you attain standards that are very high compared with other schools nationally. One of the reasons why you are doing so well is that you enjoy school life and your lessons so much. The staff and other adults work very hard to make your lessons interesting and lively. You also contribute through your excellent behaviour and the way in which you help each other to do well in lessons. Well done! The teaching is good throughout the school and some of it is excellent. Your teachers keep careful records of your progress and provide you with a lot of guidance to help you improve. The headteacher, the staff and governors are constantly looking for ways of making your learning even better. They know that some teachers are very skilled at using their assessments to plan for each of you so carefully. They are going to improve the teaching still further by helping each other in these teaching skills. We were impressed with the way many of you respond to the help and guidance you are given and how you use your next step targets to review your own work. Keep it up as this is an important life-skill.

You are clearly all very proud of your school. You told us how much you enjoy the range of clubs, sports and other activities that the school provides, including the Christmas performances and singing during the week of our visit. You are learning very well how to stay safe and to live healthy and fit lives. You also make excellent contributions to your school and the wider community through the many ways in which you take responsibility and get involved in local events, festivals and sports competitions. We can see how you grow in confidence and learn to work independently as you move through the school. We have asked the headteacher to provide more opportunities for those children in nursery to make choices about their activities both indoors and outside.

With all good wishes for your future at Lakefield CofE Primary.

Yours sincerely

Ray Jardine

Lead Inspector (on behalf of the inspection team)

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