

Lakes Primary School

West Dyke Road, Redcar, TS10 4JH

Inspection dates 17–18 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children make good and sometimes outstanding progress from when they start school in the Nursery to when they leave at the end of Year 6.
- In Key Stage 2 rapid improvements in teaching have accelerated pupils' progress.
- Good support and intervention ensure that pupils who are disabled or have special educational needs also make good progress as the school is very effective in meeting their needs.
- Similarly, pupils who are entitled to extra money from the government to support their learning make good progress.
- Teaching is good and sometimes outstanding, particularly at Key Stage 2. Teachers rise to the challenge of accelerating pupils' progress. In the Reception class, teaching is very successful in promoting children's learning through play.
- Pupils enjoy their time in school and have good attitudes to learning owing to the way teachers relate to pupils and the way in which classrooms are set up to promote learning.
- Pupils have a good understanding of how to keep safe as the school is diligent in promoting pupils' welfare and safety.
- Excellent leadership from the headteacher, a strong deputy headteacher and a very supportive team of staff has been instrumental in improving the school and raising standards rapidly.
- The governing body now holds the school more to account and supports the drive for improvement well.

It is not yet an outstanding school because

- Standards in reading and writing at Key Stage 1 still need to improve.
- Not enough teaching is outstanding because teachers do not challenge pupils enough to be independent in their learning.

Information about this inspection

- Inspectors observed 30 lessons or parts of lessons of which two were joint observations with the headteacher. In addition, inspectors also observed groups of pupils working with teaching assistants and listened to some pupils read both in and out of class.
- Inspectors talked to a range of pupils about the school.
- They met with governors as well as teaching staff, including senior and middle leaders. They also met with a local authority representative.
- Inspectors took account of seven responses to the online questionnaire (Parent View) in planning the inspection. They also looked at the school's parent and pupil questionnaires and had a discussion with some parents.
- They observed the overall work of the school and looked at a number of documents including the school's data about pupils' current progress. They also looked at documents relating to safeguarding, behaviour and attendance.
- Inspectors also looked at a range of other evidence including school displays, its website, work in books from the previous year, and evidence representing the school's wider achievements.

Inspection team

David Shearsmith, Lead inspector

Additional Inspector

Nora Waugh

Additional Inspector

Angela Shaw

Additional Inspector

Full report

Information about this school

- The school is an average sized primary school.
- A well above average proportion of pupils are eligible for the pupil premium.
- The proportion of disabled pupils and those who have special educational needs is well above average. A well above average number of pupils are supported at school action, at school action plus and have a statement of special educational need.
- Almost all pupils are of White British heritage.
- The school has the National Healthy School and Global Schools Bronze awards as well as an Anti-Bullying Charter.
- The school meets government floor standards, which set the minimum standards for schools.
- The school has an after-school club managed by the governing body.
- The Early Years Foundation Stage is taught in a Reception class within the school and a Nursery attached to an annexe of the school.
- A new headteacher has been appointed since the last inspection.
- The school has a resource base for pupils with moderate learning difficulties.

What does the school need to do to improve further?

- Improve standards in reading and writing at Key Stage 1 by:
 - ensuring that writing activities engage pupils and meet their needs more effectively
 - ensuring that the teaching of reading is delivered well so that pupils use their skills more effectively when sounding out letters and words
 - providing more writing activities through play for those pupils in Year 1 who need it
 - improving pupils' handwriting and neatness.
- Improve teaching so that more is outstanding by:
 - ensuring that teachers always explain what pupils are aiming to learn in each lesson so that they are then able to assess their own and others' work.
 - giving pupils more opportunities to work independently on challenging tasks.
 - engaging boys more in lessons through boy-friendly activities.
 - using existing outstanding practice in the school to promote outstanding teaching.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well in this strong school community as teaching is consistently good and standards are rising rapidly.
- Children enter the school with skills that are well below what is typical for their age. The Nursery settles them into school well and they make good progress owing to the caring and supportive way staff promote children's personal development and welfare. In the Reception class, children continue to make good and sometimes outstanding progress owing to the quality of the resources and teaching.
- Pupils make good progress in Key Stage 1 but standards are still just below what you would expect by the end of Year 2. Standards in mathematics improve significantly with pupils reaching expected levels. Standards in reading and writing are relatively weaker because writing activities do not always engage pupils or meet their needs. Pupils' handwriting and presentation skills also often inhibit their progress.
- Pupils make rapid progress in Key Stage 2 owing to teaching that is good and sometimes outstanding. They reach standards that are broadly average and are continuing to improve, as teachers are very effective at promoting pupils' basic skills. They are particularly good at using other subjects to support pupils' learning in English. This was seen to good effect in a history lesson about Nelson Mandela where pupils' interest was such that they were very keen to write a report and so made good progress.
- Pupils reach standards in reading that are below what you would expect for their age at Key Stage 1 as the teaching of letters and the sounds that they make (Phonics) is not as effective as it could be. The teaching of reading at Key Stage 2 has improved and standards are broadly average due to the school's commitment to promoting reading in all classes.
- Pupils entitled to the extra funding that the government provides to support the progress of specific groups receive good intervention when needed and, as a result, those pupils have made rapid progress particularly at Key Stage 2.
- Pupils who are disabled and or have special educational needs also make good progress as the school is effective in meeting their needs and giving the right support to each individual.

The quality of teaching is good

- Teaching is good and sometimes outstanding, particularly at Key Stage 2 where teachers are adept at rapidly improving pupils' progress. This was seen in a good lesson in Year 5 where arithmetic skills are taught daily. Pupils responded well to challenges presented by the teacher, although progress could have been accelerated by pupils knowing what they were aiming at in each lesson and assessing their own and each other's work.
- Teaching in the Reception class is consistently outstanding because the teacher provides rich opportunities to promote pupils' learning in a creative and inspiring environment. This was seen in an outstanding lesson where children were making wind-chimes and the teacher capitalised on their enthusiasm by ensuring they had high quality writing opportunities as well. This was not so evident in Year 1 classes where pupils would benefit from learning writing through play activities.
- Teachers ensure that there is a good range of activities that meet pupils' needs well. Not enough time is devoted to allowing them to work on their own and develop their skills through challenging investigations. Questioning is, however, used well to test pupils' understanding and move them on to their next steps in learning.
- Marking has been particularly successful in challenging pupils to improve, particularly in Years 5 and 6 where progress has increased rapidly. Comments enable pupils to improve. They know what to do and can apply it to their next piece of work.
- Teachers are good at engaging pupils in lessons overall. Boys, however, sometimes become

disengaged and as a result they do not make the same progress as girls. The school is well aware of this and has put some good strategies in place. This is having a positive impact in some classes.

- The Nursery provides a good start to children's time in school and children make good progress, which is due to the care and support they receive.
- The teaching of reading has been a real focus for the school. This was seen to good effect in all classrooms where teachers had attractive displays and areas to promote reading.
- Teaching assistants give good support in lessons. They work with a range of pupils to support their needs. They also support out-of-class activities. Some give specific support for reading and this is particularly successful at accelerating pupils' progress.
- The resource unit is particularly successful in supporting pupils' learning and progress through good and sometimes better teaching.

The behaviour and safety of pupils are good

- Pupils are well mannered and behaviour is good in and around the school. All staff have high expectations of how pupils should behave and articulate this well to them.
- The school's curriculum supports good behaviour through systems that encourage all pupils to respect each other, and anyone they may meet in their daily lives, from other cultures.
- Teachers are also good at ensuring pupils behave well through creating a very positive environment in the classroom and around the school. Pupils feel valued. Staff provide good role models by the way they relate to each other and the pupils.
- Bullying is rare in the school. When it does happen pupils say that it is usually sorted out well. The school has good systems in place to support pupils who have been bullied or are bullying. Despite this, a very small number of parents felt that this was not the case. Most pupils and the parents who completed the on-line questionnaire or talked to inspectors however, supported the view that bullying was dealt with well.
- Pupils say they feel safe because the school has excellent systems to support the security of everyone on the school site. The school also gives safeguarding a high priority. They provide good support to ensure pupils are protected when using computers and, as a result, pupils' understanding of e-safety is good. They also have a good understanding of keeping safe in a range of situations, including water and fire safety.
- Pupils enjoy coming to school as they achieve well and are supported well in their academic and personal development. This, along with the school's rigorous approach to ensuring pupils attend well, has improved attendance. It is now broadly average and sometimes above average. Pupils are not always punctual and the school is working hard to ensure everyone arrives on time.

The leadership and management are good

- The headteacher has made a significant difference to the school owing to her excellent leadership skills. She has been well supported by a strong deputy headteacher and a team of staff who are keen to improve the school. This has resulted in rapid but sustained improvement that can be seen in pupils' work and more recent test results.
- The school rigorously looks at the impact of any improvements it has made. This has resulted in a strong focus on improving the quality of teaching and pupils' progress. Existing outstanding teaching needs using to improve teaching further.
- The school has used performance management well to develop the school further and all staff said that they had received good support in order to improve their teaching and management skills.
- The school's view of itself is very accurate. The areas for improvement were clearly identified

and reflected the inspectors' view of the school and what needed to be done next.

- Leaders at all levels have a good understanding of the school's strengths and areas for development. They are making a strong contribution to driving the school's improvements forward at a pace and have made them robust and sustainable.
 - The school has a strong commitment to ensuring all pupils have an equality of opportunity and uses its pupil premium money well to make sure that the pupils for whom it is intended make good progress.
 - The curriculum provides rich opportunities both in and out of school for pupils to develop their reading, writing and mathematical skills. The school is particularly successful at developing pupils' writing skills in other subjects, particularly at Key Stage 2.
 - A range of partners, including the local authority, have provided good support to improve teaching and the progress of pupils. The school is developing its partnerships further to support improvements.
 - The school is aware that it needs to further engage with parents. It has already started family-learning sessions to support pupils' better progress. This is proving successful and more parents are becoming involved with the school.
 - Rigorous attention is given to safeguarding procedures and as a result it meets requirements.
 - **The governance of the school:**
 - The governing body provides good support with regard to safeguarding. Governors challenge the school well now and standards are rising rapidly. They have a good understanding of the school's strengths and weaknesses and what needs to be done to improve the school further.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111637
Local authority	Redcar and Cleveland
Inspection number	401195

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	246
Appropriate authority	The governing body
Chair	Vincent Peel
Headteacher	Janet Madden
Date of previous school inspection	16 June 2010
Telephone number	01642 485894
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