

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

**LAKESIDE PRIMARY SCHOOL
ONTARIO WAY
CARDIFF
CF23 6HB**

SCHOOL NUMBER: 681 / 2074

DATE OF INSPECTION: 14TH - 18TH OCTOBER 2002

BY

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REGISTERED INSPECTOR: WO17669

DATE: 2ND DECEMBER 2002

UNDER ESTYN CONTRACT NUMBER: C/T/16/02P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

AT	-	Attainment Target
CoP	-	Code of Practice
EAL	-	English as an Additional Language
EBP	-	Education Business Partnership
EO	-	Equal Opportunities
EWO	-	Education Welfare Officer
GB	-	Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
LEA	-	Local Education Authority
LSA	-	Learning Support Assistant
NafW	-	National Assembly for Wales
NC	-	National Curriculum
NQT	-	Newly Qualified Teacher
PSE	-	Personal and Social Education
PTA	-	Parent Teacher Association
ROA	-	Record of Achievement
SAT	-	Standard Assessment Test
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
SMT	-	Senior Management Team

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Lakeside Primary School, with nearly 530 pupils on roll, is situated in a residential area on the outskirts of Cardiff. Pupils are housed in a large multi storey main building with additional classrooms located at ground floor level running from the main reception area, linking the infants and junior sections of the school. A main playground and substantial playing fields surround the school and additional open space is used for conservation and environmental learning. Part of the tarmaced space forms a designated and enclosed area for children in the early years.

Class sizes in both key stages are well within government guidelines. Pupils come from a mixed catchment area, but the vast majority of homes are advantaged. The percentage of children on free school meals is 2% which is well below the national average. The school currently has 40 children on its SEN register and two pupils have statements of SEN. Additionally, there are seven pupils on School Action Plus and a further 31 pupils on School Action in line with the Code of Practice. There is a growing number of pupils from ethnic minority backgrounds, especially from those who speak Urdu, Punjabi and Arabic as their first language. There are none who are natural Welsh speaking.

The governors and staff have worked together to produce a vision statement and a SDP which highlight the school's short and long term priorities. These include strategies for raising standards in all subjects and setting quantifiable targets for school improvement. The school was last inspected in the Spring term of 1997. The present head was appointed in September 1997.

2. MAIN FINDINGS

The main findings of the report

This is a good school with a number of notable features. Standards are above the national average in all three core subjects; the quality of provision is generally very good and management overall is very effective.

- Standards of achievement overall in the school are 98% satisfactory or better, of which 50% is good and 17% very good.
- Standards in the early years are 100% satisfactory or better, of which 56% is good and 44% very good. The educational provision for the under-fives, taken overall, is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.

- Standards achieved by early years children are as follows:

Language, literacy and communication skills	Very Good
Personal and social development	Very Good
Mathematical development	Very Good
Knowledge and understanding of the world	Very Good
Physical development	Very Good
Creative development	Very Good

- Standards in KS1 are 94% satisfactory or better, of which 55% is good and 9% very good; in KS2 they are 100% satisfactory or better, of which 48% is good and 15% very good.
- Standards in the different subjects are as follows:

	KS1	KS2
English:		
Speaking	Good	Good
Listening	Good	Good
Reading	Good	Good
Writing	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh second language	Good	Good
Design and technology	Good	Good
Information technology	Good	Good
History	Satisfactory	Satisfactory
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Physical education	Good	Good
Religious education	Good	Good

- Pupils' achievement and progress in the key skills of literacy and numeracy across the curriculum are very good and in ICT they are also very good.
- Spiritual, moral, social and cultural development is very good. Pupils are provided many structured and sympathetic opportunities to understand various religious faiths and to gain an awareness of differing beliefs and religious customs. Overall, pupils' personal and social skills are developed very well and their relationships with peers and adults are very good.
- Behaviour and attitudes to learning are very good. Pupils are courteous and responsible in their actions and opportunities to demonstrate initiative are many and varied.
- Attendance is good. Pupils arrive punctually in school, allowing lessons to start promptly. A small minority of pupils arrive late causing disruption to the learning of others.

- The quality of teaching overall is 97% satisfactory or better, of which 53% is good and 18% very good. There is clear evidence of good practice across the whole school and very good practice in every year group.
- Teachers prepare for their individual lessons well and also plan effectively together in year groups with regard to medium and long term curriculum planning; they have a sound knowledge of the statutory curriculum and display confidence in teaching all the subjects across the curriculum. When specialist subject teaching occurs it raises standards and demonstrates best practice.
- Sessions in nursery and reception classes are very well organised and provide a wide range of practical experiences and purposeful interaction with adults and other children.
- Classes in KS1 and KS2 are managed well and lessons are orderly and well structured.
- A limited variety of teaching strategies is used and much of the work is teacher directed. There are increasing opportunities for pupils to work independently and take responsibility for their own learning.
- The provision for differentiation is consistent between classes and is nearly always by outcome, except in mathematics where setting occurs. Gifted and able pupils are not always challenged often enough to realise their potential but less able pupils requiring individual attention in numeracy and literacy gain very good support.
- Arrangements for assessment, recording and reporting are satisfactory overall with some good features; the quality of marking and feedback is of variable quality. Initiatives by the school to provide parents with regular information about their child's progress are welcomed and annual written reports are satisfactory but lack sufficient diagnostic feedback.
- The school offers pupils a broad and balanced curriculum, covering all aspects of the NC. It is enhanced by a wide range of very good quality extra-curricular activities, including cultural visits to places of interest, field trips, competitive games and participative sporting activities. There are, however, some inconsistencies in homework practice.
- The role of the curriculum co-ordinator is developing well and much progress has been made since the last inspection.
- There is a very caring ethos in the school and the provision for support, guidance and pupils' welfare is very good.
- The quality of provision for pupils with SEN is very good and tasks are always matched appropriately to individual pupils' learning needs and stages of development.
- The school's partnership with parents and community, schools and other institutions is very good; with industry it is also very good. Efforts are made to communicate regularly with parents, some of whom make a valuable contribution to the life of the school.

- Resourcing and facilities are satisfactory. However, some aspects of resourcing are constrained and only substantial donations from the PTA allow the school to maintain satisfactory levels of equipment for the classroom. Additionally, the number of classroom support assistants has reduced in the last year and any structured programme of redecoration and furniture replacement has stopped.
- The leadership and efficiency of the school are very good. The head exercises a very good overview of school management and administration and the deputy head also undertakes much valuable work; together they form an efficient partnership and are ably supported by a hard working senior management team.
- Daily routines are organised effectively and the school runs very smoothly.
- The GB is well informed and led very effectively by its chairperson. Overall, the school benefits from strong support from the GB, which has a positive impact on the school's development. The available resources are managed efficiently by the GB and head and priorities for expenditure are always linked carefully and systematically to the educational priorities identified in the SDP. The targets for improvement identified in the SDP are very appropriate to the school's short and medium term needs. There has been clear evidence of very good progress since the last inspection.
- The budget is well managed and expenditure is carefully monitored. At present, the school faces a deficit budget for the next four years, almost exclusively due to the desire of the GB to keep class sizes well below the national averages. Overall, the school gives good value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement overall in the school are 98% satisfactory or better in the work seen, of which around 50% is good and 17% very good.

- Standards achieved by pupils in the early years are 100% satisfactory or better, of which 56% is good and 44% very good. Overall, children make very good progress in both nursery and reception classes.
- Standards in KS1 are 94% satisfactory or better, of which 55% is good and 9% very good; in KS2 they are 100% satisfactory or better, of which around 48% is good and 15% very good.
- Standards in English are good overall in the school; in both key stages most pupils display good progress in reading, writing, speaking, listening and spelling.
- Standards in mathematics are good overall in both key stages; pupils have a sound knowledge and understanding across the ATs of the NC, and the more able are regularly challenged by the work.

- Standards in science are good overall in both key stages with very good features in Y5/6; pupils experience a range of experimental and investigative work and show good progress in these and in their development of independent study.
- Standards in information technology are good in both key stages; pupils' skills are developing well and opportunities to enhance learning are consistently exploited.
- Standards in Welsh second language, design and technology, geography, art, music, physical education and religious education are good in both key stages; standards in history are satisfactory in both key stages.
- The school's results in NC tests in all three core subjects of the NC are above local and national norms.

3.2 Standards Achieved in Key Skills across the Curriculum

The standards and progress in key skills made by children in the early years are very good. In KS1 and KS2 standards in speaking, listening, reading, writing and numeracy are very good across the NC and in ICT they are also very good.

- The under-fives develop their skills in early literacy and numeracy through a range of structured learning opportunities in all six areas of the early years curriculum. Standards in ICT are very good.
- In both KS1 and KS2 pupils speak audibly and confidently. There is a wide range of opportunities for them to develop their speaking and listening skills in many different contexts, such as drama, debating, feedback situations, shared assemblies, discussion and group work; and in problem solving activities. Pupils show good ability to listen and respond in Welsh.
- Pupils read for pleasure and enjoy books in a range of fiction and non-fiction genres. They read effectively to seek information, for instance, in geography, art and science. Additionally, there are ample opportunities for pupils to use electronic texts for reading and writing.
- Pupils develop their mathematical understanding at an appropriate level in both key stages to interpret data, for instance in design and technology, history, science and art. There is a specific focus on developing pupils' numeracy skills in cross-curricular work.
- Computers are located in all parts of the school, but mainly in classes. In both key stages, pupils' use of ICT across the curriculum is generally very well developed. There is very good use of ICT to support both problem solving and creative work, and as a reference source and reading medium. Pupils have very good levels of computer literacy.
- Pupils with SEN make good progress in the development of their key skills, relative to their age and ability.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Overall, pupils' spiritual, moral, social and cultural development is very good.

- Collective worship takes place on a regular basis via both whole school assemblies and class prayers. All pupils attend and participate fully; they sing enthusiastically and listen with interest. The use of incidental Welsh is a particularly strong feature. Visiting clergy make periodic visits and effectively highlight key spiritual and cultural messages that staff reinforce strongly.
- Relationships are very good and the school values all its pupils and their talents. Teachers and other members of staff provide very good role models.
- Pupils' personal and social skills are highly developed. They express their views with honesty and are always willing to listen and consider the views of others.
- Opportunities for pupils to demonstrate initiative and take on responsibilities are numerous. Initiatives, like the School Council programme and situations where older pupils engage in fund raising for charities are very positive examples.
- The cwricwlwm Cymreig is addressed through various subjects and the visual profile of Welsh is well developed. Multicultural education is also very well developed throughout the NC and in the school generally.

4.2 Behaviour and Attitudes

Pupils' behaviour in all areas of the school and their attitudes to learning are very good.

- The school has very good strategies for behaviour management. Good records of disciplinary matters are kept and parents are properly informed if their child misbehaves.
- As part of the merit system staff reward pupils with stickers, certificates and house points for hard work, good behaviour and attitudes, and helpfulness. Pupils' achievements are recognised at a weekly assembly. Both pupils and their parents value this system.
- Pupils have very good relationships with each other and with all members of staff. They are courteous and self-confident when talking to visiting adults.
- The School Council provides a very good opportunity for pupils from each year group to exercise responsibility. The fortnightly meetings are run by the pupils themselves with the presence of the headteacher and deputy headteacher. Year 6 pupils are also able to take on responsibilities such as corridor supervision, paired reading with the younger children and helping at wet break times.
- There have been no exclusions in the past 12 months.

- The school's discipline policies, including the recently issued 'Let's Beat the Bullies' booklet, provide sound procedures for handling any instances of bullying or racism, none of which were seen during the inspection.

4.3 Attendance

Attendance levels are good, having averaged 95.2% during the previous term for the pupils of statutory school age. This figure is similar to that achieved during the other two terms of the past school year and is slightly higher than attendance levels at the last inspection.

- Unauthorised absence over the past year has averaged 0.2% which is lower than the Welsh average. The school has good procedures for contacting parents and encouraging them to inform the school of the reasons for their child's absence.
- Attendance of children of non-statutory school age is satisfactory, having averaged 90% over the previous school year.
- The EWO visits twice termly to discuss with staff ways of improving pupils' attendance.
- There is a 'good attendance' incentive scheme in which pupils with full attendance during the year receive a certificate, presented at an assembly.
- Pupils' punctuality at the start of the school day is satisfactory overall, but a small minority of pupils arrive late causing disruption to the learning of others.
- The school's registration procedures comply with the requirements of NAFW Circular 3/99.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching overall in the lessons observed is 97% satisfactory or better, of which about 53% is good and 18% very good.

- Teaching in the early years is consistently good with some very good features. In both key stages teaching is generally good and often it is very good.
- Nursery and reception sessions are very well organised and provide a very good range of structured play experiences and purposeful interaction with adults and other children. Lessons always offer pace and focus with regard to the six areas of learning. Resources are used to best advantage in order to stimulate childrens' interest and promote learning.
- Teachers prepare lessons well and ensure that appropriate learning materials and resources are ready and available for pupils. Learning objectives are usually clearly specified both orally and in writing. Additionally, they are displayed prominently in the classroom on a daily basis and form an important focus for whole class evaluation of learning; this class discussion at the end of lessons is valuable in enabling pupils to evaluate their progress.

- In the best teaching a wide variety of teaching strategies is demonstrated. However, a large proportion of the work is teacher directed and there are limited opportunities for pupils to work independently and take responsibility for their own learning. There has been progress in this aspect of teaching since the last inspection, however, it is still inconsistent across the school and opportunities are missed to enable pupils' work to be more appropriately matched to their abilities, particularly for the most able.
- Lessons are generally well structured and usually proceed at a steady pace with clear instruction. However, questioning techniques and facilitative teaching styles are not well developed. As a result, the drawing out of pupils' own ideas and opinions is sometimes under-developed.
- Lessons overall are generally well managed, and in the main, attention is given to differentiation by outcome. In mathematics, differentiation is accomplished by setting according to ability and is reviewed half-termly.
- There are many occasions for pupils to develop their key skills and time for this type of skill development is well structured by teachers. The decision to construct small, manageable learning situations in information technology is a notable feature and contributes greatly to improving pupils' ICT key skills and teachers' own ICT competence.
- Teachers know their pupils very well and provide appropriate verbal praise and encouragement. They monitor progress adequately during lessons but do not often provide quality diagnostic written feedback at the completion of individual tasks. When summative marking of work is carried out it is of variable quality and does not always inform pupils' understanding or help guide future planning of lessons. Formative assessment also tends to be descriptive. Teaching strategies do not always provide for carefully focused feedback during lessons and consequently teachers do not always gauge their own teaching effectiveness sufficiently well.
- Teachers have a sound knowledge of the statutory curriculum. They attend many relevant INSET courses and some staff design and deliver these to their colleagues both in school and in local school clusters. As a result, support via curriculum leadership is developing well in all NC subjects and when specialist subject teaching occurs it raises standards and demonstrates best practice.
- Class support assistants, EAL specialist support teachers, bilingual assistants, peripatetic music teachers and a large number of parents all provide a very valuable contribution to the promotion of pupils' learning. This is another strong feature of the school.

5.2 Assessment, Recording and Reporting

Arrangements for assessment, recording and reporting are satisfactory with good features and very good features in Early Years education.

- A number of policy documents state the aims, principles and strategies for assessment, recording and reporting within the school. They are of varying quality and some do not establish clear operational guidelines for staff.

- Assessment opportunities are specified in individual teachers' planning but are not used regularly in order to impact upon standards.
- Teachers work together in year groups and are beginning to develop common expectations and understandings of pupils' potential and achievement. The school assessment co-ordinator has examined a cross-section of assessment outcomes and produced quantitative data that highlights trends in pupils' performance in both key stages. This data is highly informative and helps shape curriculum planning at the beginning of an academic year.
- Children under five are assessed very effectively in nursery and reception and this information is used to inform future planning.
- Regular and relevant assessments are undertaken for pupils with SEN, in order to monitor their progress carefully.
- Pupils regularly undertake standardised tests in language and mathematics. Additionally, qualitative teacher assessments in all core subjects are conducted and marked according to NC levels. Assessment in the foundation subjects is under-developed.
- All results are monitored by the assessment, recording and reporting co-ordinator and, together with the head they sample pupils' work in every class. All of these outcomes are fed back to the teaching staff but this information is not yet fully informing their planning and teaching styles.
- All class teachers keep an assessment file, containing records of each child's progress, which has the potential to inform the teaching process.
- Relevant samples of work are retained in all subjects and are used to show continuity and progression. Subject portfolios of best practice by pupils are also produced by curriculum co-ordinators for all NC subjects and these are a valuable archive in monitoring achievement.
- All work is marked up to date but the marking and written feedback is of variable quality. It is unsatisfactory when it is not diagnostic and does not inform pupils how to make progress.
- Targets are not always regularly set in all subjects and do not have a significant impact on raising standards. Additionally, there is limited use of pupil self-assessment.
- Parents are able to visit the school in order to discuss their child's work on two formal occasions in the year and they are informed of the standards attained in NC tests in both key stages. Additionally, the school operates an effective open-door policy.
- Written reports meet statutory requirements and provide information on pupils' effort, attitude and attainment and how their achievements match the specific requirements of the NC. However, the quality of diagnostic comments in reports to parents needs further refining.

5.3 Curriculum

The curriculum is broad, balanced and relevant and meets statutory requirements.

- The curriculum for the early years is based on the Desirable Outcomes for Children's Learning. The quality is very good and pupils are provided with a broad range of learning experiences suited to their age and abilities.
- The curriculum in KS1 and KS2 is generally well structured; however, placement of some science lessons during the latter part of the school day does not maximise pupil learning.
- Sometimes continuity in learning cannot be assured in a foundation subject because there are long gaps between topics. However, cross curricular links between subjects overcome this to a certain extent.
- Classes contain a single age range and in KS2 pupils benefit from a more favourable teacher pupil ratio compared to KS1, although class support assistants are available in KS1 classes for some of the time. In the early years children benefit continuously from a good ratio of adults to children.
- Policies are in place for all subjects but are of variable quality. Schemes of work are also in place and, where these have been updated, they provide very good support for staff. Some schemes of work are still in need of major revision since the last inspection, which has been highlighted in the SDP. However, much valuable work has gone on over a considerable period of time in updating aspects of curriculum planning in all NC subjects. Knowing this, the management of curriculum change since the last inspection still needs careful review.
- The school has constructed a useful system for tracking the coverage of key skills.
- The curriculum is enhanced by a wide range of fieldwork and visits to places of interest in each key stage, as well as by purposeful links in several subjects with the main receiving secondary school and other primary schools in the cluster group. The local environment is used well and older pupils are afforded the opportunity to experience residential courses. Additionally, many visitors share their professional expertise with pupils which impacts positively on the curriculum.
- A homework policy is in place. However, the implementation of this policy is inconsistent across the school.
- The school provides an extensive range of extra-curricular activities and clubs, both at lunchtime and after school, which are designed to cater for pupils of all abilities. They include various academic, cultural and sporting activities. Sessions are well supported by pupils, staff and some parents.
- Curriculum time meets government guidelines in both key stages.

5.4 Support, Guidance and Pupils' Welfare

Very good provision is made for the support, guidance and welfare of pupils.

- The school promotes a caring ethos and provides a supportive environment. Teachers know their pupils well and the transfer of information about them between classes in the school and to the receiving comprehensive schools is very effective.
- Pupils show respect for, and understanding of, each other's individual differences, cultures and faiths and there is a very good sense of community.
- The majority of parents is very happy with the help and guidance provided by the school.
- Equal opportunities are provided for pupils to access the curriculum and participate in a very good range of extra curricular activities.
- All related policies and procedures for health and safety including sex education, are in place, meticulously documented and reviewed regularly by the GB.
- The head and co-ordinator oversee effectively the implementation of health and safety provision including arrangements for child protection, which conform to statutory requirements.
- Conflict is resolved, complaints procedures are handled effectively and pupils benefit from their involvement in the Schools Council.
- There are a number of updated policies in place including EO, Race Equality and Gender, which demonstrate the school's awareness of, and commitment to, equality and diversity.
- Policy and procedures for SEN are very good and reflect a commitment to providing appropriate support for all pupils with SEN.
- Four staff have had appropriate training as designated first aiders and the school has made arrangements for all staff to update their basic training. Very good support is provided by the school nurse to ensure that all staff are able to take appropriate action when dealing with pupils' medical needs.
- The EAL teachers and bi-lingual assistants provide good support to pupils, including in-class support in their mother tongue, which impacts positively on their learning.
- There is a designated co-ordinator and a clear and effective policy and scheme of work for PSE which reflects NAFW guidance. PSE is taught discretely as well as through various subjects, particularly in religious education. The use of Circle Time has a positive impact throughout the school. Pupils listen to and respect alternative views and show awareness of others' feelings.
- The school complies with the requirement to provide information about arrangements for pupils and visitors with disabilities and is aware that access for those with a physical

disability is limited by the layout of the building, characterised by the number of stairs at each level.

- The school has also undertaken extensive risk assessments and security measures to safeguard pupils. Acts of vandalism and anti-social behaviour from outside the school are monitored effectively. The GB has been actively involved in these measures.

5.5 Provision for Pupils with SEN

The quality of provision and support for pupils with SEN is very good.

- The head and the GB have an appropriate overview of SEN provision and the designated governor provides good support. The allocation of funding for SEN is greater than that provided by the LEA.
- The SEN policy has been updated in line with the New Code of Practice for SEN and the school conforms to statutory requirements.
- There are currently forty pupils on the SEN register. Two pupils have statements, seven are on School Action Plus, thirty-one on School Action and a further thirty-one pupils are monitored closely in the classroom context, in line with the CoP and the LEA policy. No pupils have NC disapplications and each pupil with SEN has full access to a balanced and broad curriculum. Pupils make good progress, are aware of their targets for improvement and take pride in their achievements.
- There are two support teachers, one of whom is the SENCO, employed as a 0.8 teacher. Both SEN teachers have clearly defined roles and responsibilities and provide very good support. The SENCO co-ordinates school provision across all key stages including KS2 SATs and supports KS2 pupils. The other teacher is responsible for early years and KS1 and also has responsibility for monitoring the updated policy and procedures to support more able and talented children. The school is developing provision for these children with the support of the LEA advisory service.
- The support teachers work effectively with class teachers, LSAs, the EAL support team and a range of external professionals and LEA support staff, to provide very good support to pupils.
- All staff are aware of IEPs for pupils in their care. The SENCO meets with teachers at the end of each term and pupils are involved in setting their targets for improvement. There is effective liaison with parents who meet the SENCO three times a year to discuss progress and IEP targets and all documentation is kept meticulously.
- The arrangements for identification of SEN are good. Staff in early years teaching work as a team to identify pupils with SEN and meet their needs well through the provision of a stimulating environment and multi-sensory teaching. The designated support teacher has received appropriate INSET as part of the school's provision for early identification of SEN.
- The provision for pupils' individual needs is good. Arrangements are flexible, either in-class or on a withdrawal basis. Withdrawal is undertaken in designated areas for each key

stage, which are adjacent to pupils' classrooms or in the library. These provide an appropriate learning environment with access to a good range of resources. The work in withdrawal sessions supports ongoing work in the classroom or targets specific skills.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school has very good relationships with parents and organisations in the local community. These partnerships, which have improved significantly in quality since the last inspection, enhance the quality of pupils' education and their personal development.

- About 40% of the parents of pupils completed the pre-inspection questionnaire and the large majority of their responses expressed support for the school. These views were confirmed by further brief discussions with parents during the inspection.
- Most of the information provided to parents through useful handbooks, regular newsletters, reports and curriculum meetings is of good quality. Information given in the school prospectus and the governors' annual report to parents satisfies statutory requirements. About three quarters of the parents have responded positively to the home/school agreement.
- There is an active PTA which raises significant funds to help the school. About fifteen parents and other adults, including two members from the local Retired and Senior Volunteer Programme (RSVP) group, regularly help in class by listening to pupils' reading and assisting with design and technology, art and in the library. Several members of the local community support the curriculum by talking to pupils about their experiences.
- There are good relationships with two local Church in Wales churches whose ministers visit the school each term to lead assemblies. Pupils visit these churches and other places of worship and gain valuable experiences. Representatives of other Christian groups also visit the school to help foster pupils' spiritual development.
- There are good links with the UA, EWO and local medical services. The school nurse visits fortnightly to talk to pupils and monitor their general health. She also supports the school's sex education programme. The police schools' liaison officer and the community policeman frequently visit the school to advise pupils about matters concerning their personal safety. There are also regular visits from the road safety and fire services.
- There is a good partnership with the nearby high school and other receiving comprehensive schools. Y6 pupils attend these for several taster days as well as sports and social events. Teachers conduct reciprocal visits to observe teaching and good quality curricular information ensures that the subsequent transfer of pupils to the secondary schools is as smooth as possible. Many past pupils return to Lakeside from secondary school as part of their work experience or to listen to pupils read as part of their community service. There are also effective links with local tertiary and teacher training institutions.
- Pupils entertain residents at three local homes at times of church festivals.

5.7 Partnership with Industry

The school has a very good partnership with local companies which enables pupils and staff to learn about the world of work around them.

- Twenty-five local shops and businesses support the school through the donation of money and/or materials. A local aircraft engineering company has given the school computers and a nearby sports firm has provided sports kits for all school teams.
- Pupils regularly visit a range of local companies to support areas of the curriculum, especially topic work in class. These include a nearby restaurant, two working farms, a water treatment works and an environmental centre. Pupils also make annual residential trips to various venues to learn more about tourism and conservation.
- Staff from several local organisations, including a hospital and a recycling company, have talked to pupils about their jobs and industrial operations. Following the latter's visit, the school has adopted its own recycling scheme.
- Several members of staff have recently attended business-related courses to support their teaching and management skills. Some of these have been supported by the EBP.
- The school's policy for partnership with industry, illustrated by the extent and content of the activities above, clearly enhances the quality of pupils' education.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

Self-evaluation is very good and planning for improvement is good.

- The school uses a range of procedures to evaluate standards achieved and the quality of its provision. The use of assessment data to identify set measurable targets for further improvement is not yet sufficiently rigorous and does not impact on teaching strategies.
- Current priorities for development are clearly identified and agreed and are appropriate to the immediate needs of the school. Governors are fully involved in shaping the school's aims, achievements and educational provision.
- Staff, SMT and GB meetings are all minuted and action points are agreed and discussed with respect to resource implications.
- Self-evaluation is very evident and constructive evaluative reports have been presented regularly to the GB and staff by the head and individual teachers.
- Clear job descriptions exist for all teaching staff, class support assistants, administration staff and lunch time supervisors. Additionally, a very good staff development and review programme has been constructed for all staff and GB members, and is a strong feature of the school. It is enabling the school to reach its potential in organisational and social contexts. These policies and procedures exemplify the clear sense of teamwork in the school and underly why the school does so well.

- INSET is regarded by all staff as a key element of their training and development. A number of staff lead INSET training days for the LEA as well as organising valuable internal training days for colleagues. Internal INSET is of particular note in science, ICT, music, physical education and cwricwlwm Cymreig.
- The SDP is a very good working document, which serves as a clear foundation for further achievement in the short and medium term. It identifies the school's immediate and medium term priorities and gives appropriate attention to timescales, the monitoring of targets and evaluating levels of success.
- Staff and governors work very closely together. They have been successful in effecting improvements in the quality of the educational provision; resourcing to support curriculum delivery; raising standards of pupils' achievements across the NC and generally enhancing the overall quality of the learning environment.

6.2 Leadership and Efficiency

The leadership and efficiency of the school are very good.

- The head, SMT and GB have developed a clear vision of the educational needs and priorities of the school and exercise an appropriate overview of its management and administration. There is a clear team approach to management, led very ably by the head. A detailed monitoring of standards has been carried out and the head has brought about substantial changes that are beginning to impact positively on the school's organisation.
- Much valuable work is also done by the deputy head and the SMT. Together they have a positive impact on school management, taking the school a long way forward in management terms since the last inspection.
- The SMT has a clearly defined role, its main priority being the oversight and the monitoring of standards across the curriculum. Other senior teachers are occasionally co-opted to aid decision making as appropriate. This approach needs building upon in order to enhance continuity in decision making and to create a school leadership that will serve to benefit the school further in both the short and long term.
- The role of the curriculum co-ordinator is developing well. All teachers have a good overview of the NC and are forming a sound understanding of their subject's potential for development across the school.
- The GB is highly proactive and well informed by the head and SMT. It has a positive impact on the school's progress and development. The chairperson provides skills and talents that serve the school well. Together with the head, the GB has taken many hard financial decisions in recent years in order to secure a teaching and learning environment that maximises opportunities for all concerned. The current budget is well managed and controlled despite the present deficit and its priorities are identified through the SDP; expenditure is carefully monitored and evaluated.

- The school secretariat provides exemplary support to the head and SMT, as well as giving additional assistance to the staff and GB.
- Daily routines operate highly efficiently and the school runs very smoothly.
- A staff appraisal and personal development system has been introduced and is working effectively to develop teaching skills and ultimately to raise standards further.
- The school complies with all statutory requirements and takes good account of all government guidelines.
- The school gives good value for money.

6.3 Staffing, Accommodation and Learning Resources

The school's staffing is very good. Accommodation and resources are satisfactory.

- There are 24 (21.4fte) teachers, all of whom are suitably qualified, have detailed job descriptions and are aware of their specific responsibilities, although these are not always matched to training and qualifications. There are two specialist teachers of pupils with SEN and two other teachers, one full-time and one half-time, provided by the LEA, who specialise in teaching EAL.
- Six peripatetic teachers and an athrowes fro provide regular specialist support in music and Welsh.
- Teachers are supported by an effective team of 1.5fte nursery nurses, 4.5 fte learning support assistants and 2 half-time bilingual assistants who all make a significant contribution to the quality of pupils' learning experiences and demonstrate high levels of commitment to the school.
- All staff have opportunities to attend INSET courses which promote their professional development and keep them up-to-date in the subjects or areas of the curriculum for which they have responsibility.
- The school caretaker, administrative and ancillary staff all contribute effectively to the smooth running of the school.
- School buildings are spacious, the early years and KS1 classes being housed in a single storey, while KS2 classes occupy a three storey wing. The early years accommodation is a notable feature, where both indoor and outdoor space is maximised in order to enhance children's learning.
- The buildings are maintained to a high standard of cleanliness by the caretaker and his colleagues and are generally well kept through a rolling programme of decoration and refurbishment. However the tiled floors and paintwork in some corridors are in poor condition and the extent of any systematic refurbishment is limited by financial constraints.

- The outside of the buildings shows signs of vandalism to the roof and the security system in places. Most windows are in poor repair.
- The school occupies a large site, most of which is protected by suitable fencing to prevent unwanted access. However its effectiveness is reduced as it is incomplete in places. Similarly the effectiveness of the security system is reduced as doors are not always closed securely.
- For a school of this size, car parking facilities are very limited and also internal access to parts of the school is impossible for anyone in a wheelchair, due to the design of the building.
- There is a health and safety issue regarding access and egress for emergency services.
- There is a good supply of high quality resources for most areas of the curriculum and an inventory has been completed for some subjects. Effective use is generally made of the resources available, including those in the local area, and this has a positive effect on raising standards. Displays of work are of good quality, reinforce learning and enhance the school environment.
- The library area has been re-organised since the last inspection and is now a valuable learning resource. However, it is small for a school of this size, and not particularly well-stocked or situated to promote full use by all pupils. There is no library provision for pupils in reception and KS1 classes and the books available to them are not fully utilised.
- Each classroom has computers to support learning and the development of a specific ICT suite and supporting information technology resources to further promote improvement is outlined in the SDP.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives, taken overall, is appropriate to their needs and successfully promotes the desirable outcomes for children's learning.

Good features

- Language, literacy and communication skills are very good. Children listen attentively and talk about their activities with enthusiasm. In nursery children are beginning to recognise letters which start their names and to identify their name cards. They enjoy looking at books and choose library books to take home. Reception children participate eagerly in re-telling familiar stories, some can write their names very well without help and read the days of the week. They use their emerging writing skills in role play situations. All use daily greetings in Welsh and answer simple questions accurately.

- Personal and social development is very good. Children in nursery learn to take turns, share and help each other. In reception class children develop a sense of belonging by speaking about their feelings in front of others and learning to show appreciation for each other at 'circle time'. Activities are pursued purposefully for long periods, working with other children as part of a group. Children select structured activities independently, knowing class routines well. They learn to care for living things in the nursery where there is an aquarium.
- Mathematical development is very good. In the nursery children sing a wide range of number songs confidently. They compare, sort, and match objects and begin to identify their own sorting criteria. They recognise and name different fruits and know the colour of each. When dressing to play in the digging area children select a pair of boots the same size as their shoes. In the nursery shop children show a good understanding of the use of money and reception children talk of large amounts. Patterns are recreated with circular shapes and with beads, alternating two colours. Children know numbers to ten very well and can recognise and order them correctly. They also recognise numbers up to 30 which are displayed prominently in the class. They understand the concepts of more and less, many knowing that one less than four is three for example.
- Children's knowledge and understanding of the world is very good. By observing the weather conditions daily and through their Autumn walk they become aware of seasonal changes in the environment. Children begin to understand the concept of time by talking about their weekend and sequencing the events of the school day recorded photographically with the digital camera. Aerial photographs of a farm environment provide a base for children's imaginative play from which they gain a growing understanding of farm animals and where they live. Knowledge of the environment develops as children create their own landscapes with rocks, stones and shells and give directions for finding buried treasure which they have hidden. Children ask questions about why things happen, such as why different objects make different sounds when tapped. In nursery children learn to use the computer and develop good mouse control which they apply in reception when playing a number game. They use a listening centre to enhance their enjoyment of music and stories and learn to use the class library to borrow books. The properties and uses of materials are discovered by exploring the rich variety of items in the sensory area, digging in the garden outside, and handling foodstuff such as spaghetti and rice.
- Physical development is very good. In the outdoor play area children manoeuvre wheeled toys skilfully around the pathway showing very good co-ordination and awareness of space. They create their own model vehicles using large construction equipment imaginatively. They balance and use the climbing frame and slide with ease. During singing times in the nursery children respond to action words appropriately and show understanding of different directions. Small items of equipment such as pencils, felt pens, scissors and gluesticks are handled with increasing control. Playdough is moulded into recognisable shapes such as fruits to which fine detail is added with appropriate tools.
- Creative development is very good. Children sing enthusiastically and enjoy the rhythm in music. Independence is demonstrated when using materials creatively to produce representations of faces, matching colours and choosing suitable materials. Under the direction of an artist, very good fine manipulative skills and techniques develop when using clay to produce faces. Children show a high level of concentration during the task

and use relevant vocabulary to describe how clay feels. Each day they observe work completed by other children and recall some of the work of famous artists to which they have been introduced. Their drawings, paintings and collages are often detailed and of a very good standard.

English

Standards of achievement are good in both key stages. SAT results are above the national average and comparable with schools with a similar intake.

Good features

- Listening skills are well developed in both key stages. Pupils listen carefully to teachers and maintain good concentration, sometimes for long periods of time. Pupils also listen well to each other's contributions, waiting their turn to speak.
- Speaking skills are good in both key stages. The younger children in KS1 express themselves with increasing confidence.
- In KS2 pupils listen well to instructions and information given by teachers and actively engage in class discussions.
- Pupils in KS1 read fluently showing an increasing awareness of genre. They begin to use inference and varying strategies for reading for meaning.
- Pupils in KS2 recall events or facts from various books and express opinions about their favourite authors. They demonstrate a growing understanding of text and its more complex meanings.
- Writing is well developed in both key stages and standards overall are good. Pupils are encouraged to develop the skills in KS1, leading to independent writing.
- In KS2 pupils' writing experiences are extended. Pupils write for a wide range of purposes and different audiences. They plan, draft and edit their work improving both content and style.
- Two lunch time writers clubs for the more able children in KS2 further extends the children's writing experiences and impacts positively on raising standards.
- Handwriting, spelling and presentation are good.
- The use of ICT in English is a very good feature throughout the school.
- Pupils who speak EAL and who have been in the school since KS1 achieve good levels of fluency and proficiency. New pupils joining the school at all ages also make good progress.

English as an additional language (EAL)

Provision for pupils who speak EAL is very good. Pupils make good, and often very good progress.

Good features

- 1.5 fte qualified and very experienced EAL specialist support teachers and two part-time bilingual assistants, support pupils who are learning to speak English.
- Pupils are introduced to school sensitively and taught the basis of the language. The EAL teachers provide very good support for pupils at different stages of language development. Bilingual assistants use first language to support learning. Learning takes place through in class support.
- EAL support teachers and class teachers plan effectively for the pupils. They are integrated into all aspects of school life, make a full contribution and have full access to the curriculum.
- IEPs are in place for every targeted pupil together with IEPs if there is a cross over with SEN.
- Displays reflecting cultural diversity around the school, and in classrooms, raise the profile of accepting and celebrating other cultures.

Shortcomings

There are no significant shortcomings

Mathematics

Standards in mathematics are good in both key stages. SAT results are above the national average and comparable with schools with a similar intake.

Good features

- In KS1 pupils use mathematical vocabulary well to convey their understanding of key concepts.
- Pupils use number facts in a variety of tasks with increasing confidence, speed and accuracy. They begin to recognise number patterns and relationships between halves and doubles.
- Programmable toys are used competently to reinforce spatial awareness and understanding of addition.
- Data from work in other subjects is represented in a variety of charts and graphical forms.

- In KS2 pupils progress rapidly in their ability to manipulate numbers mentally and explain their strategies for calculations.
- Pupils develop a good understanding of place value, building steadily on earlier work in addition and subtraction and refining their methods as they become adept at handling increasingly large numbers.
- Y5 pupils are becoming proficient at multiplication and division with multiples of 100.
- Good investigative skills are used when exploring the symmetrical properties of regular shapes and mirror images.
- By the end of the key stage pupils are able to produce spreadsheets, analyse the data purposefully, record and discuss their findings using relevant terminology related to measures of average.
- The recent introduction of the CAN strategy is already impacting well on standards.

Shortcomings

- There are no significant shortcomings.

Science

Standards are good in both key stages. SAT results are above the national average.

Good Features

- Pupils have a good background knowledge across the different ATs of the NC; they respond to questions quickly, confidently and thoughtfully. Most pupils in each class use and understand scientific terms and concepts appropriately.
- Pupils in both key stages regularly experience the scientific processes of prediction and evaluation. They are familiar with the concept of a fair test and the need to control test variables.
- Pupils show a good interest in the subject and generally work very well as partners or in small group situations. They observe test protocols properly and generally undertake scientific investigations with care, giving appropriate importance to completing their work successfully.
- In nearly all classes work is recorded neatly in an appropriate format with labelled diagrams.
- Resources are used well by teachers and pupils to aid learning.
- Pupils' evaluation skills are well developed across both key stages. Also, detailed note-taking using planning sheets occurs as they proceed with an experiment.

- Across both key stages science is taught almost exclusively through class lessons but there are many opportunities for pupils to plan and conduct their own experiments and to research independently.
- The school's science policy and schedule of work are very good.

Shortcomings

- Some work in KS1 does not extend able pupils and as a consequence they can become complacent and not reach their potential.

Welsh second language

Standards in both key stages are good.

Good features

- Pupils in both key stages develop confidence and accuracy in their ability to use words and phrases in a variety of contexts.
- In KS1 pupils respond to instructions in Welsh and answer questions in familiar situations. They are confident in using a range of greetings.
- Pupils make good progress during their time at the school. They ask and respond to questions about various situations using the present and past tenses and consolidate their vocabulary.
- In KS2 pupils show an increasing ability in reading, writing and oracy.
- The visiting Athrawes y Fro makes a very valuable contribution to Welsh within the school. Both pupils and staff benefit greatly from her approach to teaching.
- In both key stages all teachers use incidental Welsh effectively. Labels, words and phrases displayed in classrooms and around the school, re-inforce pupils' vocabulary.
- The use of ICT by pupils is a good feature of the work in Welsh in both key stages. A PowerPoint presentation in KS2 using an interactive whiteboard being a particularly notable feature.
- A good feature of the school is its efforts to increase the pupils' awareness of their Welsh heritage and culture. Visits to historical sites, visits from Welsh poets and artists, the St David's Day Eisteddfod, all effectively support language development.

Shortcomings

- There are no major shortcomings, however, opportunities for pupils to extend their language in role-play situations are limited in both key stages.

Design and technology

Standards are good in both key stages.

Good features

- Pupils make good use of a wide range of materials and show good precision when cutting, joining materials and measuring.
- In KS1 pupils understand simple mechanisms and methods of joining.
- Pupils in KS1 are able to suggest ways of putting together moving body parts and evaluate their work well.
- In KS2 pupils further refine their skills by investigating a range of musical instruments, prior to designing and making their own.
- In Y6 pupils design and make electronic 'quiz boards'. They show a good understanding of circuits and choose the appropriate equipment needed to complete their work.
- Collaborative work is well developed by the end of KS2, with pupils willingly sharing and exchanging ideas.
- Good attention is given to safety in each year group and in all classes.

Shortcomings

- There are no major shortcomings, however, opportunities to work independently are sometimes limited and there is an over reliance on support from teachers to generate initial design ideas.

Information technology

Standards are good in both key stages.

Good Features

- All pupils in KS1 are confident in using computers. They have very good control of the mouse and become familiar with using the keyboard very easily. They can word process, use the Internet and operate a range of programmes. They use graphics programmes to begin colour drawing and have a complete knowledge of computer icons that help facilitate their computer work.
- In KS2, nearly all pupils are confident in using word processing techniques across a range of subjects, particularly in English, mathematics, science, history, geography and art. They are able to save, retrieve, edit and print their own work and combine text and graphics to produce art work, poetry, stories and news items.

- Very effective use is made of the Internet and multi-media technology to design and develop creative work in a range of subjects. A wide range of programmes exist to support pupils and to encourage independent learning. Good use of scanning using Adobe workshop enhances pupils' confidence in their use of menu boards and tool bars and they produce highly original art work.
- The ICT co-ordinator has developed a school website and this is about to go 'live' in the new year. It contains many innovative sections that help publicise the school and provide staff and pupils with opportunities to enhance their learning.
- Many older pupils send e-mails to other schools and organisations in attempts to gain information for projects and to become more familiar with this communication medium. This is a strong feature of work in ICT.

Shortcomings

- There are no significant shortcomings.

History

Standards are satisfactory in both key stages.

Good features

- In KS1 pupils show their developing awareness of chronology by recognising events from the past or present and can identify some of the differences between their lives and other people's. They use appropriate vocabulary to communicate their ideas about past times.
- Some good suggestions are made by pupils for learning about the past from a variety of sources such as books, photographs, posters and interviews.
- In KS2 pupils learn to retrieve and interpret information from books and photographs. They appreciate that historical evidence can be seen from different points of view.
- Y5 pupils have a good understanding of chronology during the Tudor period, they discuss events logically and use the internet to seek information about artefacts relating to the period. Discussion on the causes and consequences of events such as the closing of the monasteries is well-informed.
- In their studies of Victorians older KS2 pupils develop an understanding of children at work and the contrasting lifestyles of the rich and poor. They express an empathy with the children through drama which heightens their awareness of the issues.

Shortcomings

- Continuity and progression in the subject are impeded by the lack of an up-to date scheme of work with clearly defined learning outcomes.

Geography

Standards are good in both key stages.

- In KS1 pupils demonstrate knowledge and understanding of the locality in which they live by recording diagrammatically their journey to school.
- Awareness of the location of different countries on the world map is developed through topics such as exotic fruit.
- In KS2 ICT is used effectively to develop mapping skills and pupils also make good use of aerial photographs and local maps and plans to locate the school. They become familiar with using co-ordinates and locate countries and places competently
- Pupils show good understanding of life in economically underdeveloped countries using a variety of sources of information including the internet.
- Pupils know of ways in which people affect the environment. They understand the importance of location and the relationship between physical human features in different localities.
- Through investigating alternative forms of energy most pupils develop a good understanding of the reasons for selecting particular sites to make best use of that particular energy source. They study the contour lines, wind direction and water flow.
- Awareness of sustainable development is acquired through the school's recycling scheme although not taught explicitly

Shortcomings

- Understanding of inter-relationships in the wider world and awareness of global citizenship issues are under-developed.

Art

Standards are good in both key stages, with very good aspects in KS2.

- In KS1, pupils develop their observational skills and experiment with line and tone and mix colours to match fruits, using pastels. Pupils develop their initial sketches to create tile prints. Their observational drawings become more detailed and include shading. They are able to enlarge their drawings when using a viewfinder.
- They select natural and found objects in the environment and produce simple repeat patterns using primary colours. Their developing understanding of texture is evident from their rubbings of familiar objects in the classroom.
- In KS2, pupils study the work of contemporary artists, such as Stan Rosenthal, to produce their own Welsh landscapes and develop their painting and collage skills. They are able to describe the techniques used and explain in simple terms how the artist has influenced their work.

- Pupils confidently discuss and compare the work of other artists including Henry Moore and Giacometti. They know how to use modroc and produce 3D model figures over wire frames with skill and confidence. They assist each other when necessary and refine their model during the process in the light of their discussion and observation.
- Pupils develop their knowledge and skills in weaving. They design and make small bags and also weave on a large scale, influenced by a visit from a professional weaver and their work on Kenya. They use their knowledge of colour and texture to select appropriate material for their design and use the terminology of weaving with confidence. They progress onto weaving their own design template of warm and cold colours on a pre-warped loom. They persevere and modify their weaving, knowing how to prevent the over-tightening of the weft.
- Pupils explore in detail the craft skills of Victorian plate makers. They identify the elements of style, research their designs and translate them onto their own plates in 3D clay work. They articulate reasons for modifying their designs, including adapting them to available materials and colours.
- In both key stages, pupils develop a good knowledge and understanding of celebrated artists, from Wales and a variety of cultures and periods.
- Pupils show interest and enthusiasm in the work of local artists and craftworkers and begin to perceive themselves as artists.
- A significant number of pupils make good use of sketchbooks, which provide documented evidence of their developing knowledge, skills and experiences in art. Sketches demonstrate the ability to select and record their ideas in a variety of ways. They show evidence of research, the beginnings of reflection and appropriate use of ICT both in terms of the design process and to research the work of other artists.

Shortcomings

- There are no major shortcomings.

Music

Standards are good in both key stages.

- In both key stages, pupils develop an understanding of musical elements and related terminology such as pitch, rhythm, pace and silence. From KS1 pupils demonstrate increasing awareness of these elements and the use of repeated patterns (ostinato) in their music.
- In KS1, pupils perform a good range of songs and hymns from memory, in English and Welsh.
- Pupils begin to understand the rules of singing when they perform together as a year group. They sing simple rounds unaccompanied and accompanied by the piano. They sing broadly in tune and listen to each other. They recognise high and low sounds and

compose simple patterns on chime bars and piano. They are able to repeat simple patterns in echo-singing, led by the teacher.

- Pupils select and play tuned and untuned percussion instruments in a variety of ways. They begin to understand dynamics and compose an accompaniment using repeated patterns, for a lullaby, demonstrating their understanding of quiet and loud sounds. They use their imagination when composing an accompaniment to a familiar song such as Heno.
- They listen attentively and talk about the music of the week, such as David of the White Rock. They recognise and name the harp and interpret the mood of the music.
- In KS2, the majority of pupils participate very well in singing, making and composing music and they appreciate the performance of others.
- They extend further their experience through listening and appraising a wider variety of music, including world music. They discuss the differences and similarities and identify the elements in African music. They keep a steady rhythm, recognise sounds and instruments and apply their musical knowledge to different cultures and contexts.
- They recognise two-part singing and sing enthusiastically in rounds. They perform well using their voices as instruments, and some lead the singing as soloists.
- Older pupils develop a better sense of pitch and rhythm, recognise crotchets and quavers and create musical patterns using stamping poles. The majority perform and repeat each other's compositions confidently and are able to suggest improvements, demonstrating their increasing knowledge of timbre (quality of sound) and dynamics (loud and quiet).
- By Y6, pupils apply their musical knowledge and understanding to their composing and appraising, recognise the importance of keeping a steady beat, sing accurately with good diction and maintain an instrumental part in a group.
- The standard of performance of the school choir is very good.
- A significant number of pupils perform in the school orchestra and learn to play brass, wind and string instruments including the guitar, taught by peripatetic teachers. Pupils make good progress and some are able to play more than one instrument. They utilise well their extended skills and knowledge during class music sessions.
- Pupils also learn to play the recorder during lunchtime sessions with class teachers.
- Pupils perform well for the whole school during assemblies and Acts of Worship.

Shortcomings

There are no major shortcomings however the school has identified the need:

- to update the scheme of work including developing further the assessment;
- for greater use of tuned percussion;

- for further development of pupils' appraising, evaluating and refining of their compositions.

Physical education

Standards are good in both key stages.

Good features

- Pupils in both key stages participate enthusiastically in lessons and games. They respond to instructions and directions promptly and sensibly. They follow rules and work together effectively in partner work and team play situations.
- In gymnastics pupils generally use space well and move with confidence during both floor work and activities on simple apparatus. Some able pupils in both key stages display a good sense of co-ordination, balance and creativity in their gymnastics. Gymnastic activity also involves the use of apparatus that allows pupils to work at differing heights.
- In dance pupils perform with agility and expression to the rhythm of incidental and formal music. They plan and execute simple dance sequences working individually and with partners. Some show creativity in their performance, especially when acting out roles.
- All aspects of the NC are covered fully in each class, and KS2 pupils undertake an intensive swimming course and also experience an outdoor and adventurous activities residential course.
- Pupils in all classes help to get out and put away equipment safely and sensibly.
- Teachers follow school routines in relation to the structure of lessons, the supervision of health and safety and the development of simple aerobic fitness and stretching. Appropriate support is given in most lessons to the physically less able.
- There is a wide range of extra-curricular sporting activities, the most notable being soccer, rugby, cricket, athletics and netball. These activities are well supported by pupils and make a valuable contribution to their skill development and fitness. Parents and staff provide skilful assistance in all these activities and matches are played regularly with local schools.
- The school has had some notable sporting successes in team sports and individual activities, such as athletics and gymnastics.
- The school's indoor facilities and resources for physical education are good and, additionally, there are well maintained storage spaces for physical education and games equipment.

Shortcomings

- There are no major shortcomings.

Religious education

Standards are good in both key stages.

- Pupils in KS1 begin to understand about special days and special books including the significance of the Bible.
- Pupils begin to understand the significance of festivals, celebrations and special days.
- Pupils begin to develop their understanding of friendship, family and express their thoughts about things that make them happy or sad.
- In KS2, pupils understand the importance of celebrations in people's lives and choose to make invitations to either a Christening, Muslim birth or Jewish harvest.
- Pupils understand the importance of rules and show consideration for others.
- They recognise symbols for Christianity, Judaism and Islam and that symbols have meanings, such as the candle signifying the light of the world. Pupils understand how objects help people of different faiths to pray.
- Pupils develop a very good knowledge and understanding of Judaism. They show respect for different faiths and share beliefs and personal experience. They learn from each other and make comparisons between their different faiths, reflecting their understanding of a multi-faith community.
- Pupils demonstrate their knowledge and understanding of the format and content of psalms and are able to write their own psalm of thanks. They show their appreciation of the wonders of nature, gratitude for good health, the value of family life and the importance of caring for each other.
- In 'Circle Time' pupils listen to and respect each other's views. They share precious objects with a sense of awe and wonder and take turns when talking about their own special things. Pupils express emotions and feelings and support each other well.

Shortcomings

There are no major shortcomings in relation to the standards achieved but :

- The scheme of work, although in line with the Agreed Syllabus, has yet to be revised.
- Assessment needs further development.
- Artefacts are not always used to enhance learning.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The last inspection report identified six key issues for action. These indicated that the GB should pay particular attention to:

- ensure that senior management and curriculum leaders establish procedures to monitor and evaluate standards across the school more effectively;
- construct a detailed SDP which identifies clear objectives for improvement and the action needed to secure their implementation;
- ensure that work planned for the reception classes is based on the appropriate six areas of learning and incorporates planning for structured play;
- enhance the quality of teachers' short term planning through the inclusion of clear learning objectives for lessons;
- ensure that assessment informs teachers' planning to enable work to be matched appropriately to the abilities of all pupils;
- improve the accessibility and use of curriculum resources to enhance pupils' research and investigational skills.

Through the implementation of a detailed SDP, that focuses on short and medium term targets, there is clear evidence of improvement in all of the above issues.

- The structure and function of the SMT has been thoroughly reviewed; job descriptions of all the school staff have also been reviewed and this has created a more balanced teaching team, ably assisted by class support assistants. Curriculum co-ordination is maturing and responsibilities are now well distributed and all members of staff have a clear perception of their role.
- The SDP is now a comprehensive and valuable management tool and meets the short and medium term needs of the school. It has both quantitative and qualitative targets agreed by staff and the GB.
- Standards in the NC core subjects of English, mathematics and science continue to be good across both key stages and standards throughout the foundation subjects have been improved or protected. Standards in ICT across the curriculum are now very good and are a notable feature, helping to drive up standards across the whole NC. Standards in the early years are now also very good.

8.2 Key Issues for Action

In order to maintain and build upon its current success, the school needs to:

- Put in place the necessary systems to raise levels to good in all subjects and aspects judged to be satisfactory during the present inspection.
- Critically evaluate teaching strategies across the school and build peer observation structures that encourage regular reflection of the teaching process and allow for the promotion of independent learning amongst all pupils, but especially the most gifted and able.
- Consolidate and extend the good practices present in Assessment, Recording and Reporting and build systems and structures in all year groups that help maximise pupils' learning and enable teachers to work more diagnostically during lessons.
- Revise those subject schemes of work and policy documents that remain unchanged from the previous inspection in order to better inform teachers' planning and delivery and, therefore, raise standards*.

*This key issue is already identified in the SDP.

The inspectors wish to express their thanks to the governing body, head, staff, parents and pupils of Lakeside Primary School for their co-operation and assistance before and during the inspection.

APPENDIX

A. Basic Information About the School

Name of School	Lakeside Primary
School type	LEA maintained
Age -range of pupils	3 - 11 years
Address of school	Ontario Way Cardiff
Post-Code	CF23 6HB
Telephone Number	029 20767050

Headteacher	Mr J Granger
Date of appointment	September 1997
Chair of Governors/ Appropriate Authority	Dr R Govier Cardiff County Council
Registered Inspector	Mr P J Treadwell
Dates of inspection	14-18 th October 2002

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	32.5	60	60	60	70	75	69	74	500.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	18	6	21.4

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	1.23
Pupil : adult (fte) ratio in nursery classes	1.13
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26
Teacher (fte) : class ratio	1:0.9

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	94.3	95.3	95.4	95.0
Term 2	91.0	94.9	93.4	93.1
Term 3	95.1	96.0	96.3	95.8

Number of pupils excluded during 12 months prior to inspection.	Nil
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C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 68						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	1	6	65	28	0
		National	0	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	0	3	9	42	46	0
		National	0	0	4	13	54	29	0
EN: Writing	Teacher Assessment	School	0	0	3	3	78	16	0
		National	0	0	5	13	70	12	0
EN: Speaking and listening	Teacher Assessment	School	0	0	0	10	64	26	0
		National	0	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	0	3	55	42	0
		National	0	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	0	0	3	58	39	0
		National	0	0	2	10	67	21	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	93%	In Wales:	81%

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.
A Pupils who have failed to register a level due to absence
W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002										Number of pupils in Y6: 72			
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	3	3	50	44	0
		National	C	0	1	n/a	0	1	6	19	48	25	0
	Test/Task	School	0	0	0	0	0	0	3	0	30	67	0
		National	C	2	2	0	n	n	4	14	47	31	n
Mathematics	Teacher assessment	School	0	0	0	0	0	0	3	1.5	36	60	0
		National	C	0	1	n/a	0	1	4	19	47	28	0
	Test/Task	School	0	0	1.5	0	0	0	1.5	0	30	67	0
		National	C	2	1	1	n	n	4	19	42	32	n
Science	Teacher assessment	School	0	0	0	0	0	0	0	3	23	74	0
		National	C	0	1	n/a	0	0	3	15	52	29	0
	Test/Task	School	0	0	0	0	0	0	0	3	15	82	0
		National	C	2	0	1	n	n	2	13	51	31	n

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	93%	In the school:	97%
In Wales:	68%	In Wales:	68%

National figures relate to 2001 as results for 2002 are not yet available.

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- N Pupils who have failed to register a level for reasons other than absence
- B Pupils not entered for tests because they are working outside the levels of the tests.
- W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1
- n tests do not cover these levels.
- n/a not applicable.

D. The Evidence Base of the Inspection

The inspection was carried out by a team of five inspectors over a five day period. The four professional inspectors each spent four or five days, and the lay inspector two days, in the school.

- 127 learning activities were assessed, 118 by the professional inspectors and nine by the lay inspector.
- Each class was visited at least five times.
- Most classes were observed by each inspector.
- Discussions were conducted with the head, the deputy head, all curriculum co-ordinators and ancillary staff, as well as with pupils.
- A cross-section of present and past work from all year groups was reviewed, particularly in the core subjects.
- A representative sample of pupils was heard reading.
- Assemblies were attended and playtimes, lunch times, registrations and other school routines were observed by all the inspectors.
- The resources for each subject and for general school use were examined.
- The school buildings and the site were surveyed.
- The full range of documentation available in the school was studied, including teachers' planning and pupils' records.
- Pre-inspection meetings were held with staff, parents and governors.
- The views of parents and governors were received and analysed. One hundred and sixty one questionnaires were returned; 94% of responses were positive.
- Forty general observation forms were completed.

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mr P Treadwell	1.The school and its priorities 2.Main Findings 3.1 Standards achieved in subjects and areas of learning 4.1 Pupils' spiritual, moral, social and cultural development 5.2 Assessment, recording and reporting 6.1 Quality of self-evaluation and planning for improvement 8.1 Progress since the last inspection 8.2 Key issues for action	Science Information Technology Physical Education
Mr S Page	4.2 Behaviour and attitudes 4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Mr R Thomas	3.2 Standards achieved in key skills across the curriculum 6.2 Leadership and efficiency	Welsh second language English Design Technology
Mrs M Hanney	5.3 Curriculum 6.3 Staffing, accommodation and learning resources	Early Years Mathematics History Geography
Mrs P Evans	5.1 Teaching 5.4 Support, guidance and pupils welfare 5.5 Provision for pupils with SEN	Music Art Religious Education