

**Inspection under Section 28 of the  
Education Act 2005**

**A Report on the Quality of Education in**

**Lakeside Primary School  
Ontario Way  
Lakeside  
Cardiff  
CF23 6HB**

**School Number: 6812074**

**Date of Inspection: 01 December 2008**

**by**

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Lakeside Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Lakeside Primary School took place between 01/12/08 and 04/12/08. An independent team of inspectors, led by Stephanie James undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **short** inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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## Context

### The nature of the provider

1. Lakeside Primary School serves the residential areas of Cyncoed and Lakeside on the north-eastern outskirts of Cardiff. Most pupils come from socially and economically advantaged homes, many of them from professional families. The school was built on three levels on an extensive green field site in the 1960s. There are fifteen classes in the school, including the nursery, with two parallel classes in each year group. The school caters for pupils aged three to eleven years.
2. There are 442 pupils on roll, including the full-time equivalent of 26.5 children in the nursery class. Children are eligible for a part-time place in the nursery in the term following their third birthday. Many children who enter the school's two reception classes have previously attended the nursery. Baseline assessments show that children's attainment on entry to school is consistently above the Cardiff and national averages.
3. Forty-three per cent of pupils come from an ethnic minority background. Thirty-seven per cent of the total number of pupils speaks a language other than English at home. Eighty-eight per cent of these pupils receive support in learning English. Twenty-six different languages are spoken among the school population. No pupils speak Welsh as a first language.
4. Four per cent of pupils are entitled to free schools meals, which is well below the national average of around 17 per cent and the Cardiff average of about 21 per cent. Approximately 10 per cent of pupils, excluding those in the nursery, are on the school's register of Special Educational Needs (SEN), including two who have a statement of SEN. This is around half the national average of approximately 20 per cent of pupils having SEN.
5. The head teacher was appointed in September 2007. The school successfully renewed the Basic Skills Quality Mark in 2006. It also achieved the Information and Communication Technology 'NAACE' Mark in 2006, being the first school in Cardiff to receive this award. In 2008, it was awarded bronze Eco School status.
6. The school was last inspected in October 2002.

<b>The school's priorities and targets</b>
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7. The school's motto is "Learning and Living Together". Its principal aim is to "provide a caring, happy and stimulating environment that will contribute to the development of each pupil's full potential."
  
8. Key priorities in the School's Improvement Plan for the current year 2008-2009 are to:
  - continue to prepare for the introduction of the Foundation Phase in Early Years;
  - continue to prepare for the introduction of the Foundation Phase in key stage 1;
  - plan implementation of the new skill-based curriculum in key stage 2;
  - continue to improve procedures, training and practices to become a fully inclusive school;
  - further improve assessment procedures including tracking of pupils' progress, skill development, moderation of standards, consistency in marking; and
  - fully embed aspects of Education for Sustainable Development and Global Citizenship into school life.

## Summary

9. Lakeside Primary is a good school with outstanding features in many aspects of its work. These include the quality of learning experiences, the support and guidance of pupils, the effectiveness of leadership and management and the accuracy of its self-evaluation process.

**Grades awarded for the seven key questions are as follows:**

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	2

### Standards

10. Children's attainment on entry to school is above average. Examination of past work and discussions with pupils show that nearly all of them make good progress in developing their knowledge, understanding and skills as they move through the school so that standards are good and remain above average by the end of key stage 2.
11. Pupils with special educational needs (SEN) make good, and sometimes outstanding, progress. Around half the number of pupils with SEN in key stage 1 exceeded their targets during the last academic year. This is an outstanding feature in the achievement of pupils with SEN.
12. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. Across the early years, children are eager to engage in their activities and thoroughly enjoy learning.
13. Many children who have English as an additional language enter nursery with little or no English. Of the few pupils who join the school at a later date, most also have very little English. All pupils with English as an additional language who do not have SEN attain expected levels in National Curriculum assessments in English, mathematics and science at the end of both key stages. A minority of them exceed expected targets. This represents outstanding progress for these pupils.

14. In the 2008 National Curriculum teachers' assessments, the performance of pupils at the end of both key stages was above the results of other pupils in Wales. Most pupils attained the expected level 2 or above at the end of key stage 1 and the expected level 4 or above at the end of key stage 2. In comparison with similar schools (those with 0 to 8 per cent of pupils eligible for free school meals) trends in performance show the broad maintenance of good and above average standards over time. Girls have usually achieved better than boys, in line with the national picture.
15. In 2008, more-able pupils achieved well in comparison with national figures in attaining the higher level 5 at the end of key stage 2, with the results in science being outstanding. At the end of key stage 1, more-able pupils achieved less well, but the number of pupils with English as an additional language affected the percentage attaining level 3 in English, in particular. Given their above average starting points, however, more-able pupils who do not have English as an additional language could probably achieve more.
16. Overall, nearly all pupils make good progress in using their speaking and listening, literacy, mathematical and information and communication technology (ICT) skills in their work across the curriculum. They make very good progress in bilingual competence and this is an outstanding feature of the school.
17. Many pupils are developing the capacity to work independently, but a minority are sometimes over-dependent on adult direction which hinders their ability to improve their creativity, problem-solving and decision-making skills.
18. Most pupils are highly motivated, sustain concentration, and make very effective use of their time. In the minority of lessons where there are shortcomings, a few pupils disengage from their learning and do not remain focused on the task in hand.
19. Learners display excellent, responsible behaviour and understand what is expected of them. The average rate of attendance is above the average for similar schools. Nearly all pupils make outstanding progress in their personal, social, moral, spiritual and cultural development and have great appreciation of equality and diversity.

## **The quality of education and training**

### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
24%	56%	20%	0%	0%

20. The quality of teaching compares well with the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2006-2007, 80 per cent of lessons in primary schools inspected in Wales achieved a grade 2 or better, with 14 per cent of them having outstanding features.

21. In the best lessons, outstanding features include very secure subject knowledge on the part of the teacher, an extremely brisk pace throughout the lesson so that all pupils are learning for the optimum amount of time and very varied use of organisational strategies and resources. The talents and skills of support staff are sometimes used exceptionally well, including those who work with pupils with SEN or English as an additional language, and there is increasingly effective use of success criteria to help pupils focus on specific aspects of their work in order to improve.
22. Shortcomings in a minority of lessons include unclear learning objectives and instructions that lead to confusion among pupils. Whole-class discussions are sometimes too prolonged and work is over-directed by the teacher so that there are missed opportunities for pupils to develop their capacity for independent learning. Ineffective organisation of pupils and resources occasionally leads to some waste of time and intended work not being completed during the lesson.
23. The overall quality of assessment and recording is good and helps the school to raise standards. There are outstanding features in the quality of marking and reports to parents. Currently the school is changing its assessment procedures to enable it to improve assessment of pupils' key skills. It acknowledges that there is not yet a secure system to track and monitor progress in order to pinpoint where individual pupils need to improve their key skills. Plans are in hand to do this.
24. The school very effectively provides pupils with equal access to a broad and balanced curriculum that fully meets the range and abilities of all pupils. There are many relevant cross-curricular links between subjects, introducing pupils to exciting and interesting activities. An outstanding range of sporting, musical and other extra-curricular activities enhances and extends class-based learning for pupils.
25. Pupils are cared for, guided and supported extremely well in a very secure, supportive and happy environment. The school has an exceptionally positive ethos and every pupil is valued and included. It works extremely effectively with health professionals, external agencies and parents further to support all pupils. The support of pupils with additional learning needs is outstanding.
26. There are comprehensive policies and sound procedures for health and safety and child protection. All adults, including canteen staff, are alert to issues relating to the well being of pupils. The school has extremely well planned and documented procedures for dealing with issues such as race equality, disability discrimination and equal opportunities.

### **Leadership and management**

27. Through an excellent combination of efficiency, authority and approachability, the recently appointed head teacher has quickly gained the confidence and support of parents, governors, members of staff and pupils so that there is a shared sense of endeavour. The school's main aim of providing, "a caring,

happy and stimulating environment that contributes to the development of each pupil's full potential" is fully reflected in its daily life and work.

28. Outstanding features in the quality of leadership and strategic management are having an evident positive impact in key areas of the school's provision but more time is needed for them fully to embed in the quality of teaching, education and standards throughout the school.
29. The head teacher, together with the very experienced senior leadership team and curriculum leaders, provide an exceptionally clear sense of direction, accurately pinpointing where standards and the quality of teaching and learning are in need of improvements and taking action to bring them about. There is a very clear management structure and detailed job descriptions so that all members of staff understand their roles and responsibilities and carry them out effectively.
30. The governing body has a clear vision, very effectively helps set its strategic direction and is a supportive, but critical friend to the school. It is very active and well informed about the school's performance through regular visits and analysis of performance data. Outstanding features of the governors' work are their initiative in evaluating their own performance and individual written reports from governors to parents on their visits to the school.
31. The process of self-evaluation is well embedded in the overall culture of the school and reflects a systematic, corporate and extremely well organised approach to school improvement. The process of identifying the school's strengths and weaknesses is very thorough. The school's self-evaluation report is a very detailed, well structured document, which effectively identifies its strengths and areas for development. The school has made good progress in addressing the key issues for action identified in the previous inspection.
32. The overall quality of staffing, learning resources and accommodation is good with no important shortcomings. The budget and all available resources are efficiently managed so that the school gives good value for money.

## Recommendations

33. In order to improve further, the school should:

- R1 Continue to develop pupils' capacity for independent learning by fully embedding the new skills-based curriculum.
- R2 Address the shortcomings in the quality of teaching identified in a minority of lessons and spread the good and outstanding practice throughout the school.
- R3 Further improve assessment procedures, including the tracking of pupils' skill development.

Note: The school has already identified recommendations 1 and 3 as areas for development in its current School Improvement Plan.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

34. The inspection findings do not match the school's self-evaluation of grade 1 for this key question. This is because the inspection team judged that, although there are a few outstanding features in learners' achievement, there are not enough of them to justify an overall grade 1.
35. Baseline assessment profiles show that children's attainment on entry to school is consistently above average. Examination of past work and discussions with pupils show that nearly all of them make good progress in developing their knowledge, understanding and skills as they move through the school. Overall, therefore, standards are good and remain above average by the end of key stage 2.
36. Pupils with special educational needs (SEN) make good, and sometimes outstanding, progress. The school's tracking system shows that all pupils with SEN attained predicted levels at the end of key stage 1 in 2008, based on their prior levels of attainment. Around half the number of pupils with SEN in key stage 1 exceeded their targets in the last academic year. This is an outstanding feature in the achievement of pupils with SEN.
37. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. Across the early years, children are eager to engage in their activities and thoroughly enjoying learning.
38. Nearly all pupils achieve well, regardless of their social, ethnic or linguistic background. Many children who have English as an additional language enter nursery with little or no English. Of the few pupils who join the school at a later date, most also have very little English. All pupils with English as an additional language who do not have SEN attain expected levels in National Curriculum assessments in English, mathematics and science at the end of both key stages. A minority of them exceed expected targets. This represents outstanding progress for these pupils. The performance of pupils with English as an additional language in both key stages is well above the results of other pupils with English as an additional language in Cardiff.
39. In the 2008 National Curriculum teachers' assessments, the performance of pupils at the end of key stage 1 was above the results of other pupils in Wales. Ninety-three per cent of pupils attained the expected level 2 in the three core subjects of English, mathematics and science compared with 80 per cent nationally.

40. In key stage 1, girls have usually outperformed boys in all three core subjects over the last four years, but the gender gap in writing narrowed in 2008 as a result of the school's initiatives in improving boys' literacy.
41. The percentage of pupils attaining the higher level 3 at the end of key stage 1 in National Curriculum assessments in 2008 is slightly above national levels in English and mathematics and well above national figures in science. The number of pupils with English as an additional language affects the percentage attaining level 3 in English, in particular. Given their above average starting points, however, more-able pupils who do not have English as an additional language could probably achieve more.
42. In comparison with similar schools (those with 0 to 8 per cent of pupils eligible for free school meals), pupils' performance at the end of key stage 1 has been consistently above average. Trends in performance show slight fluctuations according to the nature of each year group, but the broad maintenance of good standards over time.
43. In the 2008 National Curriculum teachers' assessments, the performance of pupils at the end of key stage 2 was above the results of other pupils in Wales. Ninety per cent of pupils attained the expected level 4 in all three core subjects compared with 74 per cent nationally.
44. In key stage 2, girls have consistently slightly outperformed boys in all three core subjects over the last four years, in line with the national picture, but the performance of boys is still above the national average. Differences in the performance of boys and girls in mathematics and science are not significant. The school has identified the need to improve boys' performance in English as a priority for improvement.
45. The percentage of pupils attaining the higher level 5 at the end of key stage 2 in National Curriculum assessments in 2008 is above national levels in English and mathematics. Their performance in science is outstanding, with more than double the national numbers attaining level 5. The school's recent emphasis on catering for the needs of more-able and talented pupils is beginning to have a positive impact on the performance of high achievers. There is, however, a direct correlation between the increasing numbers of pupils with English as an additional language and the decreasing numbers of pupils attaining level 5 in English and, to a lesser extent, in mathematics.
46. In comparison with similar schools, pupils' performance at the end of key stage 2 has been consistently good and above average. Trends in performance show a very slight downward trend in English and mathematics but the maintenance of high standards in science.
47. Overall, nearly all pupils make good progress in using their speaking and listening, literacy, mathematical and information and communication technology (ICT) skills in their work across the curriculum.

48. Many pupils enter school with good speaking and listening skills and they effectively build on these skills by applying them in a range of different contexts. During key stage 2, most pupils, including those with English as an additional language, become increasingly articulate and confidently express their ideas. For example, many pupils are very inventive in finding unusual words, phrases and images to describe characters in English lessons.
49. Most pupils make good progress in using their reading skills for a wide range of purposes, both for pleasure and to find information. Children under five and pupils in key stage 1 enjoy books and have a positive attitude to reading. Regular practice in learning their letters and sounds is helping pupils tackle unfamiliar words. A few pupils, particularly lower achievers, are over-dependent on phonic strategies and are reluctant to use the full range of reading strategies available to them, including the use of contextual clues. In key stage 2, most pupils read competently to support their work across the curriculum and are skilled at finding information in the library.
50. Children in the early years enjoy a wide range of early writing experiences and make good progress in understanding the purpose of print. They particularly enjoy using their writing skills in role-play areas such as the class café. Until recently, many pupils in key stage 1, and a few in key stage 2, were often constrained by worksheets that hampered their potential for writing individually and at greater length. However, the school is addressing this issue and pupils' current work demonstrates that they are making much greater and effective use of their writing skills in all subjects. Throughout the school, standards of presentation in pupils' written work are good.
51. Children under five and pupils in both key stages use their mathematical skills in a good range of practical tasks. In key stage 1, for example, pupils make simple graphs of eye colours in the class and tables of healthy and unhealthy foods to support their work in science.
52. Children in the nursery and reception classes are becoming familiar with a range of ICT equipment and confidently use different programs. In key stage 1, pupils build well on these skills and experiment, for example, with different styles and sizes of font. In key stage 2, pupils frequently use their numeracy and ICT skills effectively in combination, for example, by questioning data bases and constructing graphs.
53. All pupils make very good progress in bilingual competence from the Foundation Phase through to the end of key stage 2 and this is an outstanding feature of the school. The delivery of Welsh second language is effective in promoting pupils' skills in speaking, reading and writing. Year 6 pupils speak confidently in Welsh about the Second World War as part of their history project and Year 3 pupils read their work about their families with understanding. Older pupils make very good attempts to write for different purposes using a progressive range of sentence patterns.
54. As a result of the school's recent emphasis on ensuring pupils understand what they are doing and what they need to do to improve, pupils in key stage

- 2 have a very clear idea about the level they are working at and what they need to do to move to the next level. Pupils in year 4, for example, explain very clearly how the 'three stars and a wish' lists in their books help them focus on ways to improve the poems they are writing. Pupils are also becoming adept at using the success criteria identified by the teacher to help them complete tasks to the best of their ability and referring back to the criteria at the end of the lesson in order to assess their own performance.
55. Most pupils make good progress towards fulfilling their potential and moving on to the next stage of learning. In those lessons where there are outstanding features, pupils are working at full capacity and complete a great amount of work in the time available. Where the pace of lessons is more leisurely, or the work is over-directed, pupils do not achieve as much as they could.
  56. Most pupils have very positive attitudes to their learning, enjoying their lessons and the wide variety of other activities the school provides. Where lessons are outstanding, pupils are highly motivated and sustain concentration very well. In the minority of lessons where there are shortcomings, a few pupils disengage from their learning and do not remain focused on the task in hand.
  57. Nearly all pupils display excellent, responsible behaviour and understand what is expected of them. They are extremely polite and courteous to each other and to adults. They help each other in lessons, particularly when working in pairs and in groups. Peer mediation is well established in key stage 2 and year 6 'buddies' support younger pupils very well. Pupils say that there is rarely any bullying or aggressive behaviour.
  58. At 94.5 per cent, the average rate of attendance for the three terms prior to the inspection is above the average for similar schools and the Local Education Authority (LEA) and national averages. Absences are caused mainly by illness but holidays in term time adversely affect the overall rate. A few families take extended holidays. As a result, the number of unauthorised absences is raised. The overall attendance rate has increased so that the school has met its target this year. One pupil has received two fixed-term exclusions in the last year.
  59. Most pupils attend school regularly and arrive on time at the start of the school day. Very few pupils are persistently late.
  60. Many pupils are developing the capacity to work independently, planning and organising their own work effectively. A minority of pupils are sometimes over-dependent on adult direction which hinders their ability to work independently and improve their creativity, problem-solving and decision-making skills.
  61. Learners make outstanding progress in their personal, social, moral and wider development. They have a secure set of values to guide them and their moral awareness is extremely well developed through lessons and experiences such as Circle Times and assemblies. For example, during an outstanding lesson in key stage 2 on Anne Frank, pupils were helped to empathise with those who have been persecuted or rejected. By the end of the lesson, after

reflecting on its significance to them, pupils showed an excellent understanding of what it might be like to be persecuted.

62. Pupils' attitudes to different cultures are extremely positive. They are particularly interested in those traditions and festivals celebrated by pupils from different cultural backgrounds present in the school. They treat each other with great respect and happily try out new foods that parents help to prepare. Pupils develop a very strong self-image and an excellent appreciation of equality and diversity.
63. Learners talk readily about a wealth of entrepreneurial and other experiences. They raise substantial funds for local, national, and international causes. They share decision-making activities and become good problem solvers, particularly through their work on the school council and the Eco committee. Older pupils run a healthy fruit tuck shop where they learn about seasonal fruit, decide prices, sort and give change, and organise the queue. Activities such as these are helping pupils prepare well for effective participation in the workplace and the community.

## The quality of education and training

### Key Question 2: How effective are teaching, training and assessment?

#### Grade 2: Good features and no important shortcomings

64. The inspection findings match the school's self-evaluation of this key question.
65. The quality of teaching was judged as follows:

#### Grades for Teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	56%	20%	0%	0%

66. The quality of teaching compares well with the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2006-2007, 80 per cent of lessons in primary schools inspected in Wales achieved a grade 2 or better, with 14 per cent of them having outstanding features. In Lakeside Primary School, the number of lessons awarded a grade 2 or better is exactly in line with national data, but the number of lessons that have outstanding features is 10 per cent higher.
67. Most lessons are interesting, present a good level of challenge and effectively meet learners' needs. Teachers use a good variety of strategies and resources, including the use of ICT, to help pupils understand new ideas and their questions effectively promote pupils' thinking and reasoning.
68. In the early years, teachers provide a very stimulating range of activities, resources and experiences for children which stimulate their curiosity and effectively foster their enjoyment in learning. Practitioners are effectively developing the principles and practices of the new Foundation Phase.
69. Outstanding features observed in the best lessons throughout the school include:
- very secure subject knowledge on the part of the teacher and a deep understanding of how children learn;
  - excellent pace maintained throughout the lesson, with brief bursts of intense question/answer/discuss sessions interspersed with a variety of tasks;
  - very effective use of success criteria, clearly communicated to pupils, and focused precisely on raising standards in specific aspects of the task;
  - focused support for groups of pupils such as those with English as an additional language or SEN so that their individual needs are effectively met and all pupils have equal access to the lesson content; and
  - excellent use of the talents and skills of support staff, for example, through dressing up as a character in a story to supplement the teacher's reading.

70. Relationships are good in most classes and there is often a warmth and sense of mutual respect and liking between staff and pupils. Teachers encourage and value pupils' contributions. In a very few cases, teachers talk too loudly, sometimes over the pupils, which disturbs a purposeful working atmosphere. Most teachers and support staff apply the school's policies for behaviour management consistently and are very good role models for pupils.
71. Teachers generally have secure knowledge of the subjects they teach. They share their expertise very effectively during planning meetings to ensure that there is consistency in the learning experiences planned for parallel classes in the same year group.
72. In the minority of lessons where there are shortcomings, learning objectives are not always clearly communicated and instructions are unclear, leading to confusion among pupils. Occasionally, whole-class introductions and discussions are too prolonged which lead to some loss of concentration and interest.
73. In many lessons, teachers give pupils good opportunities to develop their independent learning and research skills and engage in collaborative tasks, but work is sometimes over-directed by the teacher and there are missed opportunities for pupils to develop independence. Until recently there was an over-use of limiting worksheets, particularly in key stage 1, but progress is being made in reducing the use of them.
74. Although teachers usually make good use of the time available, ineffective organisation of pupils and resources occasionally leads to some waste of time and intended work not being completed during the lesson.
75. Homework routines are well established in most classes. The tasks set build well on pupils' class work and most of them know when to expect homework, when it should be returned and what they need to do. Pupils are given regular spelling and reading homework but the provision of mathematics homework varies from class to class.
76. The promotion and development of bilingual skills is an outstanding feature of the school. Members of staff, particularly the peripatetic Welsh teacher, appreciate the advantages of pupils being able to work bilingually and excellent opportunities are planned to extend and develop their language skills across the curriculum. Incidental Welsh is used very well in all lessons. Pupils at the end of key stage 2 are very effectively encouraged to use their knowledge and skills in both languages to enrich and advance their understanding.
77. The overall quality of assessment and recording is good and helping the school to raise standards. The quality of reporting is outstanding. There have been many improvements in assessment procedures since the previous inspection. All statutory requirements are fully met.

78. Teachers, team leaders, the special needs co-ordinator, the English as an additional language co-ordinator, the head and deputy head teacher all have a wealth of assessment information that they use wisely and rigorously to track pupils' progress from the nursery to year 6 and to set targets for further improvement. This means that teachers have an accurate picture of pupils' standards and progress, enabling them to prepare work that is at the right level for all groups of pupils. The effectiveness of assessment is having a big impact, particularly on provision for pupils with additional learning needs, including those with English as an additional language.
79. Recent joint moderation sessions with other local primary schools and the secondary school have helped teachers ensure consistency in teachers' assessments against National Curriculum criteria in the core subjects.
80. Currently the school is changing its assessment procedures to enable it to improve assessment of pupils' key skills. It acknowledges that there is not yet a secure system to track and monitor progress in order to pinpoint where individual pupils need to improve their key skills. Plans are in hand to do this.
81. Pupils are becoming increasingly involved in evaluating their own progress. Marking of pupils' work is exemplary, helping pupils to understand the good points and what they need to do to improve their work. Pupils say this is very helpful.
82. Exceptionally detailed, informative annotations to children's work, and notes of observations of them as they engage in their activities, are outstanding features of the assessment and recording procedures in the nursery and reception classes.
83. Reporting arrangements are an outstanding feature of the provision. Annual reports to parents are exceptionally detailed with evaluative, honest comments on pupils' progress. This is because teachers are conscientious and acknowledge the importance of keeping parents and carers up to date with their children's progress. In particular, they want to inform parents where their children need to improve their work. Parents are offered two formal occasions when they can meet staff to discuss their child's progress, but are also encouraged to keep in close contact if they have any concerns. They are also invited to discuss the written report on their child at the end of the school year.

**Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

**Grade 1: Good with outstanding features**

84. The inspection findings match the school's self-evaluation of this key question.
85. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. The quality of the provision for three to four

year olds in the nursery is outstanding. Throughout the early years, many relevant, stimulating experiences are provided for children.

86. Opportunities for well-resourced role-play not only promote pupils' expressive and creative skills successfully, they also impact extremely well on their personal and social development. The school is well prepared for developing the principles and approaches of the Foundation Phase throughout key stage 1.
87. The school very effectively provides pupils with equal access to a broad and balanced curriculum. There are many relevant cross-curricular links between subjects, introducing pupils to exciting and interesting activities. All legal and statutory requirements are fully met in preparing pupils for the demands and responsibilities of adult life.
88. Generally the curriculum is flexible enough to meet the needs and aspirations of all groups of pupils. Very occasionally, grouping arrangements for young children are too large, thus hindering opportunities for them to be fully engaged in their learning.
89. Teachers have worked very hard to review the curriculum to include pupils' key, basic and other learning skills and, in the main, this has been done effectively. The use of ICT for enquiry work is effective. Very occasionally, however, where the new systems are not fully embedded, they are not always consistently applied, and some good opportunities for developing pupils' key skills are lost.
90. The school offers an outstanding range of sporting, musical and other extra-curricular activities which help to enhance and extend class-based learning for pupils. There is a very good emphasis on using the community as a valuable learning resource and numerous visits into the community and beyond, including residential visits, enrich the curriculum well. Teachers and pupils also value highly the contributions of visitors into the school.
91. Provision for pupils' personal and social development is good with outstanding features. It follows national guidelines sensitively and gives very good attention to important issues such as developing positive values, attitudes and healthy lifestyles. Occasions such as Circle Times give pupils excellent opportunities to discuss important personal issues.
92. The school's provision helps pupils to develop morally, so they know right from wrong and have a good sense of fair play, self-discipline and a willingness to take responsibility. Arrangements for collective worship enhance pupils' spiritual awareness and fully meet requirements.
93. There are outstanding efforts to help pupils develop an appreciation of cultural diversity. The cultures and faiths of pupils in the school are shared and celebrated regularly and very effectively.
94. Relationships between parents and the school are good with outstanding features. The school recognises the important role that parents play in their

children's education and actively encourages them to become involved. Parent helpers are a regular feature of school life, assisting with a wide range of tasks, including support in class. The quality of information to parents in the school's prospectus, newsletters and other briefings is of a high standard.

95. The effective Parents and Teachers Association raises substantial funds which are used to pay for visiting theatre groups, extra resources and other items. The school website is an excellent source of information for parents, pupils and governors.
96. Other partnerships are equally well established and productive. Excellent links with initial teacher training institutions, for example, enable the school to use the extensive sporting facilities at the University of Wales Institute Cardiff. Very good student mentoring strategies are in place, ensuring students make a good contribution to pupils' learning. Partnerships with the local cluster of schools are very beneficial, ensuring that pupils transfer confidently to high school.
97. The school has a good partnership with industry, an effective Community and Industry policy and well established links with Careers Wales. As a result, five teachers have benefited from industrial placements to enhance their professional development and support their teaching and management skills. Pupils have good opportunities to participate in many workshops and a mini-enterprise project
98. A wide range of educational visits to places of employment and visitors from the community help to enhance pupils' awareness of the world of work. This starts in the early years with 'People who help us', when children work with the police liaison officer, fire service, the school nurse and other health professionals. Throughout the school, pupils work with professionals such as scientists, writers, poets, artists and musicians as well as theatre and dance groups.
99. Pupils in key stage 1 and lower key stage 2 benefit from professional sports coaching from a national sports company while older pupils are coached by local clubs such as Cardiff City FC, Glamorgan Cricket and Cardiff Blues. These activities effectively support the school's healthy lifestyles programme.
100. The school benefits materially from its links with industry, for example, through sponsorship for its newly introduced 'Proud to Present' scheme and sports kits. Year 6 pupils also enjoy opportunities to work with scientists in laboratories at Cardiff University and at a nearby national chemical company.
101. The school's policy for developing bilingualism is extremely well embedded in the ethos of the school. An excellent range of learning experiences in Welsh, and the use of the language consistently throughout the day, ensure that pupils succeed in developing bilingual competence.
102. Welsh culture and heritage are promoted very well through the *Cwricwlwm Cymreig*. Experiences in subjects such as history, geography and art,

including visits to places of interest and visitors to the school, ensure that pupils develop a good awareness of Wales in current and past times.

103. The school ensures equality of access for all learners. All pupils, irrespective of their social background, gender, disability or ethnicity are positively included in all school activities, including out of hours activities. The school makes every effort to tackle any social disadvantage.
104. The school actively promotes sustainable development. It has achieved Fair Trade status, and is currently working towards the Silver Eco Award. Recycling is embedded into school practice and the Eco Committee are currently monitoring use of energy in an attempt to reduce wastage. Compost bins are a feature of the school's outdoor area and the recently purchased chickens provide the school with eggs and effectively use up kitchen waste.
105. The promotion of global citizenship is excellent, with a teacher currently on a year's placement in Lesotho. Through this placement, the school has already made substantial links with pupils, exchanging letters and photographs. The school has also established a partnership with another school in that area and a village in Rwanda. The curriculum has been adapted appropriately to include a study of Lesotho for pupils in year 4.
106. Opportunities for pupils to develop skills required to support economic development are good. Children in the early years effectively develop their entrepreneurial skills through role-play activities. Pupils in key stage 2 have a long-established tradition of organising charity stalls every few weeks throughout the year. They nominate charities, make decisions on the goods and activities to be sold, and send cheques with accompanying letters. In addition, pupils in year 6 benefit from their involvement in 'mini-enterprise' projects.
107. The school attends well to national priorities for lifelong learning and community regeneration. For example, it has recently worked with the 'Families Learning Together' team to organise a short course for parents of pupils with English as an additional language in key stage 1 to support them in developing writing skills. Volunteers are encouraged to access training and a few are employed by the school in a variety of roles. School premises and facilities are used regularly by the LEA and a range of community groups.

#### **Key Question 4: How well are learners cared for, guided and supported?**

##### **Grade 1: Good with outstanding features**

108. The inspection findings match the school's self-evaluation of this key question.
109. Pupils are cared for, guided and supported extremely well in a very secure, supportive and happy environment. The school has an exceptionally positive ethos and every pupil is valued and included. It works extremely effectively with health professionals and external agencies further to support all pupils.

110. The school has an extremely positive partnership with parents. Their views are actively sought through regular meetings and questionnaires. In their responses to the pre-inspection questionnaire and meeting, parents state that they greatly value the approachability of the head teacher and staff. The school responds very positively to parents' suggestions, such as the introduction of more after-school clubs.
111. The school council has a very high profile and was one of the first to be established in Cardiff. Representatives from year 2 to year 6 meet fortnightly and are very involved in the decision-making process. They work closely with the governing body and senior leadership team, local councillors and members of the police service. For example, they recently negotiated a school crossing patrol and work with the police to help alleviate traffic problems outside school. Welsh Assembly visitors have praised the school council for its effectiveness.
112. The school's induction procedures are outstanding. Induction arrangements for the early years are extremely carefully planned and implemented. As a result of interviews and informal meetings for parents and the phased intake, even the youngest children settle very well into school life. Parents of children who have English as an additional language are very well supported by bilingual support staff at interviews to ensure that all language needs are identified and help parents to complete all the necessary forms. There is an in-depth meeting for parents of pupils with English as an additional language who join the school at a later point in their primary education.
113. There are excellent procedures in place when pupils move between classes and key stages and to support pupils who join the school at a later stage. Pupils visit classes and meet their new teachers on Transition Day. All pupils quickly learn the routines and settle well into school life.
114. There are very well established key stage 2/3 transition arrangements with the receiving secondary school as part of the cluster transition plan. Year 6 pupils undertake a number of cross-phase projects. The 'Moodle' ICT program, for example, is an excellent initiative which provides years 6 and year 7 pupils with a discussion forum between the two schools. Transition from the primary to the secondary school is further eased through teachers making reciprocal visits to teach pupils in years 6 and year 7 and through meetings to moderate teachers' assessments at the end of key stage 2. A member of staff from the high school is on the governing body which also aids mutual understanding between the two schools.
115. The school provides an exceptionally high quality personal support and guidance for the pupils in its care. The pastoral care of pupils is an outstanding feature of the school. The warm and caring ethos of the school means pupils feel valued and included and, as a result, they are happy and secure in their learning. Pupils say they know who to go to if they need help. Achievements in and out of school are celebrated during the weekly achievers' assembly and in the school's newsletter, 'The Dragonflyer', which very effectively reinforce pupils' sense of being valued.

116. There is an integrated, whole-school approach to pupils' health and welfare. It is part of the Healthy Schools programme and is working towards the Healthy Schools Award. Exceptionally sensitive attention is given to addressing issues such as drugs and sex education from the nursery onwards. Parents are kept fully informed.
117. There are effective policies and procedures to monitor pupils' attendance and punctuality, behaviour and performance. Peer mediators, playground monitors and the school council play an important role in maintaining good behaviour and devising school rules. Year 6 pupils have responsibilities as buddies for children in the early years and key stage 1 pupils.
118. Pupils' behaviour is very closely monitored and, when necessary, appropriate action is taken to support pupils who may experience difficulties. Arrangements to encourage pupils to behave well are extremely effective. This is evident in the very high standards of pupils' behaviour. Incidents of misbehaviour are dealt with promptly and without fuss. The school followed the appropriate procedures in the recent case of fixed-term exclusion for disruptive behaviour during a wet break time.
119. Pupils' attendance and punctuality are monitored carefully. The school operates an efficient electronic registration system. It sets challenging targets and works with the Education Welfare Officer when necessary.
120. Good attendance is rewarded monthly. Pupils are very keen to be in the best class and receive the Attendance Shield. Records show that class attendance is generally above 95 per cent. Pupils with full attendance are rewarded at the year end. Twenty-two pupils achieved 100 per cent attendance last year. Parents are actively discouraged from taking family holidays in term time but many still occur despite the school's best efforts.
121. All adults in the school, including the canteen staff, are very well aware of pupils with particular needs and are knowledgeable about procedures in the event of accidents and emergencies, such as how to help pupils with identified medical conditions and allergies.
122. There are comprehensive policies for health and safety and the administration of medicine. Risk assessments are systematic. The majority of staff are trained in first aid procedures to deal with specific medical needs. All adults, including canteen staff, are alert to issues relating to the well being of pupils.
123. There is an effective policy and sound procedures for child protection. The head teacher, her deputy and a senior teacher are nominated officers and there is a named link governor. Everyone who works permanently at the school is fully trained and aware of responsibilities and procedures for safe guarding children. There are appropriate arrangements for the supervision of volunteers who work alongside pupils on an occasional basis.
124. Overall, the identification and support of pupils with additional learning needs is good with outstanding features. The head teacher, Special Educational

Needs Co-ordinator (SENCO), and other support staff manage this provision exceptionally well. They are very well organised and work conscientiously together, with much success. The records maintained for pupils with additional learning needs are exemplary. The school fully complies with the Code of Practice and the framework for inclusive education.

125. Staff involved with pupils identified as having additional learning needs work very closely with parents and professional support services so support is ready and appropriate. With very few exceptions, parents highly value the support their children receive. Very occasionally, however, parents would like to be informed at an earlier stage when their child is encountering difficulties.
126. Pupils' progress is very carefully assessed and monitored throughout the school and teachers ensure that they adapt their lesson strategies to meet these pupils' needs through small and achievable targets in individual education plans. This is a real strength of provision and an outstanding feature.
127. Many pupils move down or off the SEN register as a result of the school's excellent support for them. Many pupils with English as an additional language also make very good progress because the quality of their support is so good. The school has recently turned more attention to promoting the learning of pupils who are more-able and talented and already the impact of such intervention is becoming apparent.
128. Very effective strategies are also in place to support those pupils whose behaviour and emotional needs might impede their own and other pupils' progress. Members of staff respond sensitively to these pupils' difficulties, having a positive impact on their learning.
129. The school has extremely well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. All pupils and parents are encouraged and enabled to take part in the activities provided by the school.
130. Gender equality is very effectively promoted in key stage 2 where, for example, girls and boys in year 6 happily work together in pairs. Boys and girls are strongly encouraged to participate in all extra-curricular activities such as the girls' football club, which is very popular. Children in the early years sometimes make stereotypical choices from the activities provided. Staff are aware of this and are developing strategies to encourage boys and girls to explore all possibilities.
131. There are effective policies and procedures for areas such as bullying, harassment and disability. The deputy head teacher is responsible for dealing initially with any reported incidents. Parents and new pupils are issued with a 'Dealing with Bullying' booklet when they first come to school. Pupils participate in initiatives such as the national anti-bullying campaign and the school council devise activities such as the recent 'Don't be a Bystander'

campaign. Posters they have created are displayed prominently around the school further to raise pupils' awareness of the issue.

132. The school's Disability Equality Scheme and Access plans have been developed in consultation with disabled members of staff, governors and parents. There are currently no pupils with mobility disabilities in school. Short-term arrangements are in place for parents and pupils. There are suitable arrangements for visually impaired parents to access newsletters in Braille.
133. The school's promotion of diversity and equal opportunities is good with outstanding features. Pupils learn about equality, respect and tolerance in many ways. For example, parents and the whole school community celebrate festivals and customs of major faiths throughout the year and on 'Around the World' day. Pupils participate in the 'What am I?' project, write poems in many languages and create 'I am proud to be' posters.

## Leadership and management

### Key Question 5: How effective are leadership and strategic management?

#### Grade 1: Good with outstanding features

134. The inspection findings match the school's self-evaluation of this key question.
135. The grade for this key question does not match the grade awarded to key questions 1 and 7. This is because clear outstanding features in the quality of leadership and strategic management are having an evident positive impact in key areas of the school's provision but more time is needed for them fully to embed in the quality of teaching, education and standards throughout the school.
136. The head teacher has been in post for just over a year and the school is in a period of transition. While recognising and valuing its strong traditions, she has energetically familiarised herself with all aspects of the school's work and set about identifying strengths on which to build and areas to develop. She, together with the very experienced senior leadership team and curriculum leaders, provide an exceptionally clear sense of direction, accurately pinpointing where standards and the quality of teaching and learning are in need of improvements and taking action to bring them about.
137. Through an excellent combination of efficiency, authority and approachability, the head teacher has quickly gained the confidence and support of parents, governors, members of staff and pupils so that there is a shared sense of endeavour. The school's main aim of providing, "a caring, happy and stimulating environment that contributes to the development of each pupil's full potential" is fully reflected in its daily life and work.
138. There is a very clear management structure and detailed job descriptions so that all members of staff understand their roles and responsibilities and carry them out effectively. This is particularly important in the context of a large school like Lakeside. Responsibilities are very effectively delegated to those who have relevant experience, confidence and expertise.
139. Leaders and managers of key areas have dedicated management time to carry out their duties. The deputy head teacher effectively takes responsibility for a wide range of areas including the building, health and safety issues and special events in the school calendar. Curriculum and phase leaders annually review the strengths and points for improvement in the subjects and areas for which they are responsible and write well focused actions plans which feed into the School Improvement Plan.
140. Many policy documents have recently been overhauled by relevant members of staff and the governing body. The staff handbook, for example, is a comprehensive document that gives extremely clear guidance on all aspects of the school's life and work and expectations regarding the professional

duties and conduct of all members of staff. Lines of communication and responsibility are clearly delineated so that school routines run smoothly.

141. The school takes good account of Welsh Assembly priorities. For example, plans to spread the principles and practices of the Foundation Phase from the Early Years throughout key stage 1 are developing well. Staff are keen to embrace the new skills-based curriculum in key stage 2, but this is at an earlier stage of development.
142. The school has also made very good progress in a short space of time in its formal participation in the Eco Schools scheme.
143. Teachers' targets for pupils are challenging and usually met. Opportunities for more-able and talented pupils to extend their knowledge and skills have recently been highlighted and provision for them, particularly through extra-curricular activities, is increasingly effective
144. The head teacher's recent introduction of the 'Proud to Present' scheme is already having an extremely positive impact on pupils' awareness of, and work towards, whole-school, class and individual targets for improvement. Tangible evidence of this can be seen in the whole-school target, "To use the Welsh I know, wherever I can", so that standards of bilingualism are now outstanding.
145. Performance management procedures are very well established and play an important part in developing the skills of all members of staff, including teaching assistants. Personal and professional targets for improvement are tightly linked to the school's overall priorities for development. For example, midday supervisors, as well as other members of staff, have been involved in the initiative to promote bilingualism throughout the school.
146. Relevant targets are set for individual members of staff to improve their performance and appropriate support is given to help achieve them. There are many examples where these arrangements have made a positive impact on the quality of teaching. For example, at the request of individual teachers, they received additional training in using the interactive whiteboard and developed their approaches to teaching mathematics. More time is needed, however, to achieve consistency in the overall quality of teaching throughout the school.
147. Newly-qualified teachers are extremely well supported by experienced members of staff and helped to develop areas requiring further improvement as noted in their Career Entry Profiles.
148. Governors have a shared vision for the school and effectively help set its strategic direction. For example, they were very clear about the qualities they were looking for when they appointed the new head teacher. They have recently established a new, stream-lined committee structure to aid the efficient conduct of their work. The Resources Committee oversees all issues to do with finance and effectively budgets for major items of expenditure according to priorities in the School Improvement Plan. The school

improvement committee is involved with all issues to do with improving the school's provision and performance.

149. The governing body is very active and well informed about the school's performance through regular first-hand evidence of the quality of teaching and learning. Individual governors are pro-active in highlighting and suggesting improvements in the provision. An outstanding aspect of the governors' work is their initiative in evaluating their own performance and identifying ways in which they could improve.
150. The governors' annual report to parents is very well written, highly informative and gives a very clear picture of progress and current priorities. An outstanding feature is the individual reports from governors on their visits to the school, focusing on their particular areas of interest. These reports give a very interesting insight into a typical lesson and the range of experiences pupils are engaged in. They paint an excellent picture for parents who rarely get the opportunity to sample their children's education themselves.
151. The governing body meets all regulatory and legal requirements and is an excellent supportive, but critical friend to the school.

**Key Question 6: How well do leaders and managers evaluate and improve quality and standards?**

**Grade 1: Good with outstanding features**

152. The inspection findings match the school's self-evaluation of this key question.
153. The process of self-evaluation is very well embedded in the overall culture of the school and reflects a systematic, corporate and extremely well organised approach to school improvement. The process of identifying the school's strengths and weaknesses is very thorough and the head teacher and governors base their judgements on a wide range of experiences, information and data analysis.
154. The head teacher and her senior management team give very effective leadership to the process of self-review which is continuous and flexible. Curriculum leaders are very well informed and the monitoring systems within the school are an outstanding feature of self-evaluation.
155. Strategies for identifying strengths and areas to be developed are very effective and they include the use of information from reviews carried out by LEA officers and governors, as well as staff. First-hand evidence is gathered from scrutinising books, speaking to pupils and observing lessons in order to make judgements on the quality of teaching and standards throughout the school.
156. Monitoring reports are shared with members of staff and the governing body and their outcomes contribute to annual subject reviews and action plans.

The success of planned actions is systematically monitored so that staff can be responsive to matters of current concern. The strong links between staff enable curriculum leaders to identify quickly and accurately any differences in groups of pupils and to remedy a weakness, such as the development of mapping skills in geography and the use of sketch books in art to improve standards.

157. A strength within the school's self-evaluation process is the emphasis given to the careful analysis of the school's performance data and target setting and the tracking of progress in order to identify areas for improvement.
158. Pupils' views are regularly sought and respected. Outcomes of school council meetings and a thorough analysis of pupils' and parents' questionnaires, together with effective use of LEA advisory reports, ensure that the opinions of all stakeholders are valued and used to shape the way forward.
159. An outstanding feature of the school's self-evaluation is the meticulous way in which all staff and governors are trained to ensure a clear understanding of the process. Teams have been established within the school and they work very effectively together ensuring that everyone understands, contributes and plays their part in the process of self-evaluation and school improvement.
160. The school's self-evaluation report is a very detailed, well structured document, which accurately identifies its strengths and areas for development. The governing body works well with the head teacher and staff in the process of self-evaluation and makes a significant contribution to the process, discussing the report fully prior to approval.
161. Agreed priorities for development are clearly set out in the School Improvement Plan. Leaders and managers audit resources systematically, ensuring that they are adequate to meet the objectives which are planned over specific periods of time.
162. The setting of qualitative and quantitative targets within the School Improvement Plan is effective and appropriately challenging targets for improvement are set for all pupils. Members of staff monitor progress against targets in the School Improvement Plan and it is regularly evaluated. It includes useful detail so that governors can monitor the progress of the actions and initiatives carefully, ensuring that the financial commitment which underpins the plan is put to good use.
163. The school supports its priorities well through the allocation of resources. For example, a considerable sum has been invested in the purchase of resources for the Foundation Phase to develop a well equipped outdoor learning area from nursery to year 2.
164. Actions taken are already leading to measurable improvements, for example, in Welsh language development, boys' writing and the quality of marking. Systems to monitor the performance of all staff and their targets are clearly

related to the school's School Improvement Plan. These arrangements are having a very positive impact on many areas of school life.

165. The inspection team's judgements match those of the school in six out of the seven key questions and the team awarded only one grade lower in the other – key question 1. This is because the actions taken further to raise standards in all aspects of pupils' work have not yet had sufficient time fully to embed throughout the school.
166. Since the previous inspection, the school has made good progress in addressing nearly all the key issues for action that were identified in the last report. It has accurately identified that work still needs to be done in further promoting independent learning among all pupils.

### **Key Question 7: How efficient are leaders and managers in using resources?**

#### **Grade 2: Good features and no important shortcomings**

167. The inspection findings match the school's self-evaluation of this key question.
168. The grade awarded for this key question matches the grade for key question 1 but is different from the grade awarded to key question 5. This is because the head teacher provides extremely strong, clear direction for the school but, due to the short period of time in post, her plans have not yet been fully implemented to maximise the overall effect on standards.
169. The school is well staffed with an effective team of qualified, experienced and specialist teachers and teaching assistants. The school administrators carry out the daily routines efficiently and effectively. The canteen staff, midday supervisors, caretaker and cleaning staff make a significant contribution to the efficiency of the school and to the sense of community. All teaching, support and ancillary staff are valued and respected for their contributions to the quality of school life and learning.
170. Teachers undertake relevant in-service courses to improve their knowledge and understanding of the curriculum. Training is appropriately related to areas of school development and performance management. Whole-school training, linked to whole-school targets, such as developing the use of Welsh, has impacted very positively on standards of bilingualism.
171. The school is fortunate in having a dedicated ICT technician who supports lessons and manages the school's network, ICT suite and website. She attends training courses and works closely and effectively with the support service. Teaching assistants are benefiting from attendance at accredited courses of various kinds. Teachers and classroom assistants plan and work together effectively as a team.
172. The school uses its resources for workforce remodelling well. There are suitable arrangements to provide all members of staff with the required

preparation, planning and assessment time. Teachers within the same year group have time together to help them plan, evaluate jointly and share ideas. The deputy head teacher teaches most classes during this time and he is developing an accurate picture of teaching and learning across the school which feeds into self-review. Members of the senior leadership team also have non-contact time to allow them to carry out their responsibilities.

173. The school has a wide range of good resources. Purchases are in line with school priorities and are suited to the age, ability and educational context of the pupils. Curriculum leaders regularly audit resources and plan spending accordingly.
174. The libraries have a suitable variety of books and each class has its own well stocked fiction library. The stock of books is updated twice yearly using money raised from book fairs. Much of the PE equipment is obtained through the supermarket voucher scheme. Each class has an interactive whiteboard and several computers and access to the resources in the ICT suite. Displays in classrooms and corridors are used effectively to celebrate achievement as well as to contribute to an attractive learning environment.
175. The development of the environment in the nursery and reception classes, through creating spaces such as the sensory and garden areas, makes an outstanding contribution to the provision of stimulating places of learning. Good use is made of resources outside the school such as theatre groups, story tellers and other visitors. Similarly, the locality with its lake, churches, museums and castle is used to good effect.
176. The school has spacious accommodation for the number on roll. In addition to the ICT suite, there are designated rooms for music, SEN withdrawal groups and a library. There are separate rooms for the deputy head teacher, the support staff and a room set aside for teachers to use during planning, preparation and assessment periods. There are adequate toilet and changing facilities for staff and pupils. The cloakroom area in year 3 has recently been converted into a learning area to help develop provision in lower key stage 2.
177. The school site is securely fenced and there are areas for outdoor learning which are also fenced. The outdoor areas are spacious and the football pitches, large grassy areas and the wildlife pond area are good features which impact positively on the quality of the provision. The outdoor learning environment created to promote and develop the Foundation Phase is stimulating and exciting for the younger children and for most pupils in key stage 1.
178. The former swimming pool has been converted to house a pre- and after-school club. In the key stage 2 playground, some work has been carried out, such as marking of the yard for different activities, but there is scope for further development of the grounds. The head teacher has identified this in the self-evaluation report.

179. The deputy head teacher and a designated governor regularly evaluate premises and resources, identifying areas for development which are in turn reported to the full governing body and feed into the School Improvement Plan. Although the resources committee makes every effort to maintain the building, around a half of it is in need of new windows to complete the on-going programme of repair by the LEA. There are a minority of areas in the key stage 2 building where the flooring has badly chipped tiles and the car park continues to be very congested.
180. The school is on three levels with many sets of internal stairs. This has accessibility implications for disabled people. The school is aware of this within the terms of the Disability Discrimination Act (2005) and recognises that considerable capital funding would be needed to improve access.
181. The head teacher, senior managers and governors regularly monitor the work of the school to ensure that spending decisions are matched to the school's priorities. Team teaching takes place in some year groups, allowing staff to share their expertise. The specific skills and talents of support staff are exploited to good effect to meet the needs of all pupils.
182. Governors are committed to improving the quality and number of teaching assistants to support pupils' learning. Delegated money for pupils with moderate learning difficulties has been used to enhance teaching assistant support within the SEN team and this has impacted very positively on standards of achievement.
183. Subject leaders regularly audit resources for their own subject areas and the school makes efficient and effective use of available finances, ensuring that pupils have sufficient learning resources appropriate to their needs.
184. Spending is well managed to support the work of the school. Discussions regarding price tendering, as recently exemplified in the securing of an outside company for grounds maintenance, as well as the links with the LEA, ensure that best value is obtained.
185. The LEA financial support officers give the school valued assistance in terms of budget management and regularly monitor spending, working closely with the head teacher and governors. The school has planned for a very small annual surplus in its budget, as expenditure has been earmarked in order to complete the Foundation Phase preparation and to pay for the large investment in ICT resources.
186. These investments have had a positive impact on learning. The school has gained a number of grants from the LEA, Welsh Assembly Government and the General Teaching Council for Wales. These, along with substantial monies raised by the Parent Teacher Association, have been put to good use. The school provides good value for money.

## **School's response to the inspection**


The staff and governors at Lakeside Primary School are delighted that the inspection team recognises the school as being a 'good school with outstanding features in many aspects of its work'.

We are very pleased that, in particular, the team acknowledged the outstanding quality of learning experiences and support that pupils receive at the school as well as the outstanding efforts the school makes in promoting bilingualism and diversity.

It was also recognised that the procedures the school has established to evaluate its work are very accurate and that the involvement of all stakeholders, including the Governing Body, in the process was seen as a strength. An outstanding feature is the way that the governors evaluate their own performance and set targets for improvement.

The inspection team identified three areas for further development, two of which had already been included in the School Improvement Plan for 2008/2009. The governors will ensure that all areas for development will be addressed in the adaptation of the current School Improvement Plan and that a summary of this plan is circulated to all parents. Parents will be informed of the progress being made on these plans in the Annual Governors Report to Parents.

We would like to take this opportunity to thank the inspection team for their courtesy, professionalism and thoughtfulness during their time at the school.



## Appendix 1

### Basic information about the school

Name of school	Lakeside Primary School
School type	Nursery and Primary
Age-range of pupils	3 to 11
Address of school	Ontario Way Lakeside Cardiff
Postcode	CF23 6HB
Telephone number	02920 767050

Head teacher	Mrs Elizabeth Counsell
Date of appointment	01/09/07
Chair of governors/ Appropriate authority	Mrs Ruth Coomber
Registered inspector	Mrs Stephanie James
Dates of inspection	01/12/08 to 04/12/08

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	26.5	56	60	60	60	60	58	61	441.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	16	9	20.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21.4
Pupil: adult (fte) ratio in nursery classes	5.3:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	29.6
Teacher (fte): class ratio	1.39:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	87.0%	93.3%	94.6%
Spring 2008	83.5%	94.2%	94.0%
Summer 2008	84.0%	90.6%	95.0%

Percentage of pupils entitled to free school meals	3.6%
Number of pupils excluded during 12 months prior to inspection	1

## Appendix 3

### National Curriculum Assessment Results of Pupils in the School (2008) and Nationally (2007) at the end of Key Stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Year 2		60		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	1.7	0	1.7	75	21.7
		National	0	3	14	63	20
En: reading	Teacher Assessment	School	1.7	0	1.7	56.7	40
		National	0	4	15	55	26
En: writing	Teacher Assessment	School	1.7	0	1.7	83.3	13.3
		National	0	5	16	67	11
En: speaking and listening	Teacher Assessment	School	1.7	0	1.7	75	21.7
		National	0	3	14	63	20
Mathematics	Teacher Assessment	School	1.7	0	5	66.7	26.7
		National	0	2	11	65	22
Science	Teacher Assessment	School	1.7	0	0	61.7	36.7
		National	0	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English by teacher assessment			
In the school	93.3	In Wales	80

- D Pupils who are exempted or disapplied under statutory arrangements from part or all of the National Curriculum  
W Pupils working towards level 1

### National Curriculum Assessment Results of Pupils in the School (2008) and Nationally (2007) at the end of Key Stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Year 6		60					
Percentage of pupils at each level										
			D	N	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	3.3	5	50	41.7
		National	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	8.3	41.7	50
		National	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	1.7	31.7	66.7
		National	0	0	0	0	2	12	52	32

Percentage of pupils attaining at least level 4 in mathematics, science, and English by teacher assessment			
In the school	90	In Wales	74

- D Pupils who are exempted or disapplied under statutory arrangements from part or all of the National Curriculum  
N Pupils who failed to register a level for reasons other than absence  
W Pupils working towards level 1

## Appendix 4

### Evidence base of the inspection

Four inspectors spent the equivalent of 12 inspector days in the school. The nominee from the school was the head teacher. The inspectors and nominee met as a team before the inspection. There was no peer assessor on this inspection.

Inspectors visited:

- 25 lessons or part lessons;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- 136 responses to a parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection, the team held meetings with the head teacher, staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Stephanie James Registered Inspector	Contributions to key questions 1 and 2 Key question 5 Context Summary Recommendations Appendices
Kay Andrews Team Inspector	Contributions to key questions 1, 2, 3 and 4
Alyson Roberts Team Inspector	Contributions to key questions 1, 2 and 3 Key questions 6 and 7
Caterina Lewis Lay Inspector	Contributions to key questions 1, 3 and 4
Elizabeth Counsell Head teacher and Nominee from the school	Contributions to team meetings and provision of information

**The contractor was:**

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**Acknowledgement:**

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