



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Lakeside Primary School

**Ontario Way
Lakeside
Cardiff
CF23 6HB**

Date of inspection: March 2024

by

**Estyn, His Majesty's Inspectorate for Education
and Training in Wales**

About Lakeside Primary School

| | |
|--|-------------------------|
| Name of provider | Lakeside Primary School |
| Local authority | Cardiff Council |
| Language of the provider | English |
| Type of school | Primary |
| Religious character | * |
| Number of pupils on roll | 477 |
| Pupils of statutory school age | 359 |
| Number in nursery classes | 59 |
| Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 23.7%) | 8.3% |
| Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 13.2%) | 4.2% |
| Percentage of pupils who speak Welsh at home | 0.0% |
| Percentage of pupils with English as an additional language | 41% |
| Date of headteacher appointment | 06/06/2016 |
| Date of previous Estyn inspection (if applicable) | 01/11/2014 |
| Start date of inspection | 18/03/2024 |

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

Lakeside Primary School is a safe, happy and nurturing learning environment for its pupils. Overall, pupils make good progress from their starting points and most grow into articulate, questioning young people who are developing a strong sense of their community and the wider world. The broad range of pupil voice groups in the school enables many pupils to become involved in discussion and decision-making. This means that they feel listened to by teachers and leaders and can contribute meaningfully to school self-evaluation and play an important role in specific projects.

Teachers and support staff offer pupils an interesting range of experiences across the curriculum. There is a strong emphasis on cultivating pupils' literacy, numeracy, well-being, and creative skills in particular. This helps to give pupils the self-confidence and skills they need to apply their learning and think and act creatively in other areas of the curriculum. Although there are plans to improve the teaching of Welsh, the current provision does not enable pupils to make steady, year-on-year progress in developing their Welsh language skills. Effective provision for pupils with additional learning needs in mainstream and in the Wellbeing Class helps them to engage in purposeful learning experiences.

Senior leaders have high expectations of themselves, their staff and their pupils. They have built up a comprehensive understanding of the school's strengths and developed a useful approach to self-evaluation that enables them to identify areas for improvement. However, they do not involve other staff in self-evaluation and improvement processes well enough. This means that, although teachers and support staff implement changes diligently in their classes or specific areas, they do not have a clear enough understanding of their involvement, or impact on, improving provision and pupil progress across the school.

Recommendations

- R1 Use the expertise that exists in the school to improve the teaching of Welsh language skills across the school and increase pupil progress
- R2 Involve all staff purposefully in identifying, monitoring, evaluating, and reviewing whole-school priorities so that they understand the part they play in improving provision and pupil outcomes across the school more effectively

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main evaluation

Learning

During their time in the school, most pupils make good progress and use their knowledge and skills effectively across the curriculum. This includes those eligible for free school meals and those with additional learning needs (ALN) in mainstream and in the Wellbeing class. Most pupils recall previous learning well, are curious, and apply their skills successfully to new situations. Older pupils in particular use their thinking skills creatively to develop their reasoning and to solve problems.

Many pupils start school with levels of communication, personal and social skills at or above that expected for their age. The youngest pupils settle quickly and engage purposefully in the wide range of hands-on experiences on offer. Most listen carefully and follow instructions correctly.

Most pupils speak clearly from an early age and communicate effectively with others. Many develop a wide vocabulary, ask thoughtful questions and make relevant observations. The oldest pupils are articulate and confident, and many adapt the way they express themselves for different purposes and audiences. Occasionally, they are so enthusiastic to speak that they forget to listen carefully to others.

Pupils' reading skills progress well. The youngest pupils handle books appropriately and enjoy talking about pictures and listening to stories. They develop a good understanding of letter sounds and use this well to help them to read. By the end of Year 2, many read with increasing independence. In the Wellbeing Class, pupils build early reading skills steadily and enjoy sharing stories with each other and with adults. Many older pupils become confident readers. They use a range of skills, such as skimming and scanning to extract information. Many pupils enjoy reading for pleasure and explain their reading preferences clearly.

Most pupils learn to write well for a variety of purposes. In Nursery, they develop important pre-writing skills, for instance by creating patterns in sand with a range of mark-making implements. They gradually learn that writing conveys meaning and they understand different ways of communicating through writing with increasing independence. For example, Reception pupils created 'Wanted' posters to help them find Goldilocks. Soon after, they suggested writing 'Wanted' posters again to describe the characters in another story that they were trying to find. Most older pupils write expressively and use an extensive vocabulary successfully to add description and imagery to their work. They understand and use grammar and sentence structures well, adapting their writing style to suit a wide range of purposes and audiences, and to explore and extend their ideas.

Younger pupils in the school respond appropriately to basic instructions in Welsh. They develop a simple vocabulary, including numbers and colours, and sing Welsh songs enthusiastically. Year 6 pupils enjoy learning Welsh and understand the benefits of learning languages, often spotting links between Welsh, French and their home languages. These pupils learn a good range of vocabulary, pronunciation, and sentence structure successfully and use this knowledge to speak to one another

confidently about familiar topics. However, the progress pupils make in developing Welsh language skills as they move through the rest of the school is very limited.

Pupils develop a strong understanding of number and mathematical concepts throughout the school and apply their skills appropriately across the curriculum. Younger pupils work confidently with numbers up to 20 and by Year 2, many add and subtract two and three-digit numbers confidently. Pupils' grasp of the four rules of number and other aspects of mathematics builds well through the school. This means that, by Year 6, they solve problems, such as calculating the area and perimeter of compound shapes, systematically and work with more abstract ideas, such as identifying missing numbers represented by symbols in simple algebra.

Most pupils develop good creative skills, particularly in response to experiences in art, music and drama. Across the school, they learn about famous artists and techniques. For example, Year 2 pupils create paintings in the style of L.S Lowry and Year 3 explore drawing techniques to create underwater images. They use a variety of media appropriately when experimenting with line, shape, tone, and colour. Pupils' skills in rehearsing and performing grow effectively through an interesting range of experiences. For example, Reception pupils develop a good understanding of rhythm, tempo and dynamics when playing a range of percussion instruments to interpret a story, which they then perform to their friends. Older pupils use drama skilfully to stage discussions and debates to express their views on many world matters. Many young pupils develop their gross motor skills well when riding balance bikes and moving in the outdoor environment. Older pupils play a range of team sports collaboratively with increasing skill. They improve their resilience when practising and refining physical skills when swimming and playing ball and team games.

Many pupils use ICT confidently as an integral part of their learning, for example to research information, access work or practise spelling or mathematics skills. They are beginning to develop a range of appropriate digital skills across the school and these often link successfully to thematic work. For example, Year 4 pupils create and code models to buzz and move as part of World Bee Day.

Well-being and attitudes to learning

Pupils are proud to attend Lakeside Primary School and are courteous to staff and visitors. They feel well cared for by staff and valued as individuals. Most have positive attitudes towards learning and all aspects of school life. Nearly all pupils understand the school's expectations of behaviour and interact and play well together in class, and during breaks and lunchtimes. They enjoy opportunities to learn in the various outdoor environments and understand that these experiences help them to practice their skills and have a positive impact on their well-being. For example, younger pupils talk excitedly about growing vegetables in the school garden and using them in the classroom to help them understand why eating a range of fruit and vegetables is good for your health.

Pupils in the Wellbeing Class benefit from the safe and calm environment that staff create for them. These pupils respond well to the positive working relationships that staff build with them over time. Pupils feel safe in their surroundings, and this means that staff can engage them in meaningful learning activities using a range of

appropriate, often creative strategies. They respond positively to opportunities to take part in structured and informal physical activities as well as time to relax and have quiet time between learning sessions. In most cases, these pupils' attendance at school has increased considerably when compared with their previous settings.

As pupils move through the school, they discuss ethical issues and other matters that are important to them with growing maturity. Older pupils appreciate the difference they can make to their locality and have a growing awareness of local and national politics. For example, pupils in Year 6 have decided to write to members of parliament as one of the actions they will take to help tackle the issue of global warming.

Pupils enjoy and appreciate celebrating the languages and cultures of their school community. They understand what it is like to live in a modern-day Wales and understand the importance of treating one other with respect and celebrating differences. This leads to pupils showing respect for the beliefs of others and understanding that they live in a multi-cultural society.

Nearly all pupils feel safe in school and know how to keep themselves safe online and when using digital devices. For example, they understand the importance of keeping their passwords private and not sharing them with others. Pupils understand that not all information they find on the internet is true.

Many pupils take responsibility for their learning and are resilient when solving problems. Pupils benefit from developing their independence in lessons, including selecting the resources they need to complete their tasks. For example, younger pupils select apparatus to support their learning in mathematics. Older pupils concentrate well and persevere when faced with complex tasks, such as calculating the area of circles using Pi.

Many pupils develop their leadership skills through their involvement in the extensive and purposeful range of pupil voice groups. Pupils discuss their roles enthusiastically and identify the positive impact their work has had on the school and local community. For example, they have been closely involved in the planning and development of the Bronwen's Wish well-being pod and this has helped them to understand the importance of emotional health and well-being.

Nearly all pupils have a strong awareness of how to stay healthy by eating a balanced diet, drinking water, and having an active lifestyle. Many pupils participate in a range of activities, including the daily mile and extra-curricular clubs such as football, netball and chess club.

Teaching and learning experiences

The school has developed a broad and balanced curriculum that meets the needs of pupils and enables them to make good progress over time. Teachers plan the curriculum around a range of engaging themes that are flexible enough to adapt to the specific interests of pupils.

The curriculum has a strong emphasis on developing pupils' literacy, numeracy, and creative and thinking skills so that they can apply these skills and experiences to

learning in other areas of the curriculum. The teaching of literacy is purposeful and provides appropriate opportunities for pupils to use and extend their writing skills in a range of contexts across the curriculum. The mathematics curriculum focuses well on developing pupils' understanding of concepts, using practical methods and apparatus so that they can adapt their learning readily to use logic and solve problems systematically and creatively.

A rich Welsh ethos is developing through displays around the school and the increasing part being played by the Criw Cymraeg. There are opportunities for pupils to learn about the culture and heritage of Wales by studying local artists and celebrating special events. Good examples are the School Eisteddfod, which was planned and run by the 'Criw Cymraeg' and the design of the mascot, 'Leeky'. Although a majority of teachers use some simple Welsh phrases throughout the day during classroom activities, plans to improve the systematic and effective teaching of Welsh are in their early stages and have yet to impact on pupils' Welsh language skills in many year groups. The curriculum includes valuable visits to a range of local places of interest, such as Roath Park and Saint Fagan's, to support pupils' learning.

Provision for the younger pupils in the school supports their developing skills well and encourages their curiosity. The curriculum offers a range of opportunities for them to practise and refine their skills in various contexts in the classroom and outside. Teachers make good use of the school's extensive outdoor areas to support younger pupils' learning. Older pupils benefit from learning in the school's grounds as well as in the local community, including using sports facilities to learn to play hockey at a local university.

Teachers and support staff develop strong working relationships with their pupils and treat them with equity and respect. This is key to the success of pupils in the Wellbeing Class, where pupils' engagement hinges on positive experiences and relationships. Teachers plan lessons collaboratively in pairs so that they can consider how best they can develop pupils' skills and build successfully on their prior learning. From an early age, there are opportunities for pupils to contribute to what and how they learn. For example, at the start of a theme, teachers encourage pupils to share what they already know and what they would like to learn, so that they can take appropriate account of their views when planning lessons.

Most teaching is effective, and lessons move at a suitable pace to maintain pupils' interest. In many cases, pupils have purposeful opportunities to challenge themselves and apply their independent learning skills. For example, there are regular opportunities for pupils to choose the level of difficulty of their tasks using a star rating. Pupils respond well to this, and many are ambitious when choosing the level they will attempt. On a few occasions, however, tasks are too teacher-led and, in these cases, learning activities do not always offer enough challenge for all pupils or encourage pupils to make choices, for example, about how to present their work. Staff in the Wellbeing Class use effective, and often creative strategies to help pupils make good progress towards their individual development plans.

Nearly all staff use praise effectively to support pupils' learning. Teachers have clear aims for lessons and learning experiences, which they share appropriately with pupils at the start of the lessons. Most teachers use questioning effectively to check pupils' understanding and to judge when they or a member of support staff need to offer

help. In most cases, teachers provide pupils with useful verbal feedback during regular 'pitstops'. This helps pupils to understand what they are doing well and how they could improve or move forward in their learning. Older pupils evaluate their own work and that of others effectively against agreed success criteria. Younger pupils are beginning to use simple strategies to identify strengths and possible areas for improvement in their work, but this development is in its early stages.

Care, support and guidance

Staff and governors ensure that the school is a caring community where pupils feel safe, secure, and happy. Staff place a strong emphasis on promoting positive behaviour and nurturing pupils' respect for others. As a result, nearly all pupils understand the importance of good behaviour and are courteous to adults and to one another.

The school's provision for pupils with additional learning needs in mainstream is effective. The additional learning needs co-ordinator works closely with staff to identify when pupils need support and to implement a range of beneficial interventions. For example, skilful teaching assistants deliver worthwhile literacy, numeracy and well-being programmes that address pupils' individual needs effectively. These have a positive impact on pupils' well-being and on their skills and confidence to contribute to class lessons. Staff work closely with a variety of external agencies who provide specialist advice and support for pupils where needed.

The school's Wellbeing Class is a calm, nurturing learning environment where pupils receive highly effective care and support. This helps pupils to regulate their emotions, manage their behaviour effectively and engage well with their learning. Staff work purposefully with external agencies, including the speech and language therapist, who is a regular and important part of the class team. Staff in the Wellbeing Class build productive working relationships with pupils to ensure that pupils feel secure and comfortable enough to enjoy their work and make good progress. Across the school, staff involve parents of children with additional needs in constructive discussions to review their progress thoroughly and support them appropriately.

The school promotes pupils' social, cultural and emotional development successfully. For example, daily 'check-ins' enable teachers to monitor pupils' well-being sensitively and to provide appropriate support quickly when needed. A strength of the school is the good understanding that staff and pupils have of the range of cultures represented in the school community. The school takes good account of religious and cultural festivals and often offers pupils opportunities to share their personal experiences with their friends. This helps pupils to develop a strong respect for one another's cultures, beliefs and traditions.

The school provides a range of purposeful opportunities for pupils to take on responsibilities and to lead change. There are valuable systems in place that enable pupil leadership groups to gather the opinions and suggestions of others. This ensures that their actions support the wider interests and values of the school community. For example, the school council organised a mother language day to encourage pupils to share their home language.

Teachers promote pupils' spiritual and moral development effectively through the study of topics in class and through regular acts of collective worship. They provide worthwhile opportunities for the school's leadership groups to run weekly assemblies.

Staff use a range of stimulating learning experiences, including visits, to enrich pupils' understanding of living in Wales. For example, Year 4 pupils learn about their local heritage by visiting Caerphilly Castle. The school provides suitable opportunities for pupils to perform and to participate in creative and sporting activities. Pupils engage in a wide range of after-school clubs, including various sports, chess, dance and coding. Pupils also take part in performances to develop a wide range of personal skills and to increase their self-confidence.

The school promotes the importance of pupils attending school regularly. Leaders monitor attendance carefully and work closely with the families of children who are not attending school regularly. The school places a high priority on ensuring the safety and well-being of pupils. Staff and governors understand that safeguarding is everyone's responsibility. Arrangements for safeguarding are appropriate and give no cause for concern.

Leadership and management

School leaders have established a clear vision for learning at Lakeside Primary School that takes good account of the needs of pupils, the school's values and Curriculum for Wales. Leaders acknowledge that many pupils start school with strong skills in many areas and recognise the importance of ensuring that they make progress and achieve well in relation to these good starting points. Promoting and maintaining a strong culture of safeguarding and high levels of well-being for all pupils is at the forefront of the school's work. Governors and staff across the school understand that safeguarding is everyone's responsibility. This is reflected particularly strongly in the Wellbeing Class, where staff's awareness of safety and the importance of nurturing pupils' feelings of security are vital to its pupils' progress.

Senior leaders have high expectations of their staff, pupils and themselves. They demonstrate strong professional values and behaviours and set good examples for their team of teachers and support staff. They encourage staff to carry out their roles and responsibilities diligently and with the best interests of pupils in mind. Leaders address national and local priorities well, with a particularly strong focus on refining pupils' literacy and numeracy skills and implementing ALN and curriculum reform. Supporting a teacher to undertake the Welsh sabbatical course has raised the profile of Welsh and improved standards in Welsh in Year 6. However, plans to improve the teaching and progress of Welsh more widely across the school have yet to be implemented.

Governors support the work of the school effectively. They are knowledgeable about the school because they receive detailed information from the headteacher, take part in monitoring activities, and meet with teachers. They have a thorough understanding of their roles, responsibilities and statutory duties, including ensuring that the school has appropriate arrangements to promote healthy eating and drinking. Many governors provide good levels of challenge to school leaders, asking probing questions and holding them to account appropriately for pupil progress and school improvement. They support the headteacher to manage the school's budget and

additional funding effectively. This includes allocating and monitoring the use of the pupil development grant appropriately to support identified pupils to improve their early literacy skills and well-being.

Leaders establish purposeful relationships with parents and carers that encourage effective two-way communication. The regular presence of senior leaders and teachers at the school gates, for instance, means that parents can ask questions and receive information about their children quickly and efficiently. An effective development in this area is the introduction of sessions for parents to visit the school to see a brief presentation from pupils, followed by opportunities to take part in learning activities with their children. This has resulted in improved parental engagement that helps them to support their children's learning effectively.

There are thorough processes in place to monitor and evaluate the work of the school. These include learning walks involving school leaders and governors, listening to learners and scrutinising pupils' work. Particularly fruitful are 'deep dives' during which leaders consider an area of learning and experience in detail. These monitoring activities help leaders to identify the school's strengths and areas for improvement that lead to the school's priorities for the next academic year. For example, a 'deep dive' into literacy identified a need to improve the way pupils use stories for inspiration for their own writing. Increasing the range of high-quality texts pupils read and respond to in each year group has helped to improve pupils' vocabulary, extend the range of sentence patterns they use and refine their writing styles.

Teachers and support staff are suitably involved in implementing actions to address the school's priority areas in their year groups. However, they are not sufficiently involved in identifying priorities, planning actions, and monitoring and evaluating improvements across the school. In addition, leaders identify too many areas to address each year. This means that staff do not always have a full picture of the changes that are taking place across the school. As a result, it is difficult for them to be sure that their contributions are making a difference at a whole-school level and to take ownership of the areas for which they have responsibility.

An appropriate range of professional learning activities supports the implementation of elements of the school's improvement work. This includes whole-school sessions from external providers to introduce new teaching strategies, for example for using class texts to inspire reading, writing and the arts. Professional learning also often involves teachers and learning support assistants sharing their ideas, experiences, and teaching approaches with colleagues, such as extending the use of physical apparatus and visual support in mathematics sessions for older pupils and introducing reasoning activities for pupils in foundation learning classes. In addition, high quality professional dialogue, discussion and joint planning is a key part of the school's professional learning offer.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2024: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 23/05/2024