

Lakeside Community Primary School

Inspection report

Unique Reference Number	112738
Local Authority	Derby
Inspection number	357175
Inspection dates	9–10 June 2011
Reporting inspector	David Edwards

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	457
Appropriate authority	The governing body
Chair	Paul Mole
Headteacher	Simon Emsley
Date of previous school inspection	27 November 2007
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Introduction

This inspection was carried out by four additional inspectors; 18 lessons and 12 teachers were observed. Inspectors scrutinised policies, analysed pupils' work, checked information on pupils' progress and talked to them about it. Also, the team analysed school improvement plans and governing body minutes and met parents, carers and governors. Questionnaire returns were considered from 125 parents and carers. The views of staff and pupils were also taken into consideration.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of leaders and managers in improving the quality of teaching and the school's capacity for sustained improvement.
- How effectively the curriculum is adapted to cater for pupils' different starting points and capabilities and the opportunities they have to use their basic skills across the curriculum.
- The quality of provision for children in the 'nurture unit' and the extent to which this is leading to good outcomes for those pupils.
- The effectiveness of the school's strategies for improving attainment in mathematics and English.

Information about the school

Lakeside is larger than most primary schools. More pupils are known to be eligible for free school meals than is the case nationally. The proportion of pupils from minority ethnic groups is below average. The largest groups of minority ethnic pupils are from an Indian, Pakistani or Black African background. The proportion of pupils who speak English as an additional language is significantly lower than in most other schools. The proportion of pupils who have a statement of special educational needs is below average, but the overall proportion of pupils with special educational needs and/or disabilities is well-above average. The school manages a specially resourced provision for special educational needs - known as the nurture unit - for pupils aged 7 to 11 from across Derby city, whose complex learning and emotional needs require specialist support. The unit is funded by the local education authority. There are currently 14 full-time pupils and one part-time pupil in the unit. The number of pupils who join or leave partway through their primary school education is significantly higher than in most schools, particularly in upper Key Stage 2.

The school offers a range of extended services, including a breakfast club and an after-school club. There is a Children's Centre on site. This facility is independent of the school and is inspected separately. The Early Years Foundation Stage is comprised of a Nursery and Reception classes. The school has undergone a period of turbulence in staffing in the last year. The school has achieved National Healthy Schools Status, the Activemark, Investors in People status and the Financial Management Standard in Schools.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

This is a good and inclusive school where pupils enjoy their learning. All groups of pupils achieve well, including those with complex learning needs in the 'nurture unit', and work together harmoniously. As one pupil commented, 'We are like one big family here'.

Children join the Nursery with skills levels that are low for their age. Good provision ensures that they settle in quickly and make good progress in all areas of their learning. Close contact with adults is a significant factor in the good progress that children make in their personal development and language and communication skills. This good progress is continued into the Reception class and Key Stage 1. The high numbers of pupils who enter or leave the school partway through the year or have special educational needs and/or disabilities affects the overall level of attainment. Nonetheless, progress is accelerated in Key Stage 2 and, by the time they leave Year 6, attainment is broadly average in English and mathematics overall, but not at the higher levels. Pupils who join the school partway through the year benefit from good support, which helps them to make good progress. So do pupils with special educational needs and/or disabilities, including those in the 'nurture unit'.

Teaching and learning are generally of good quality and good care, guidance and support ensures that most children have plenty of time to explore, investigate or solve problems for themselves. Often, lessons include exciting and stimulating activities which help pupils to develop their independence in learning. Generally, tasks are well matched to the varying needs of different groups of pupils. However, this does not happen consistently and, in the weaker lessons, the pace of learning slows as a result of a lack of challenge in tasks and the use of assessment criteria. The school recognises that the questioning skills of some teachers are not sharp enough to challenge consistently and accelerate progress, particularly for the most-able pupils.

Pupils behave well, both in and out of lessons, and this contributes to their effective learning. They understand their targets well and what they need to do to improve their work. The curriculum is of good quality and teachers are increasing the opportunities for creativity and enjoyment by making links between subjects in order to raise standards further.

Leadership and management are good at all levels, although subject leaders do not have sufficient direct opportunities to observe lessons in their subjects to assess standards of teaching and learning. The visionary headteacher has assembled a team who are supporting him well in the drive to raise standards, despite the recent turbulence in staffing. The school's evaluation of its strengths and areas for development is accurate. Leaders have revised and added rigour to assessment and pupil tracking procedures to help staff to identify and rectify any underachievement where it occurs; this has had a significant impact on standards. A good example of this is the improvement in

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mathematics. Safeguarding procedures are rigorous and the governing body plans to add greater rigour to the way it monitors and evaluates school performance. The school has demonstrated a good capacity to secure improvement.

What does the school need to do to improve further?

- Raise standards to above average in English and mathematics by ensuring that the large majority of teaching is consistently good, so that:
 - the pace of learning is always sufficiently brisk to accelerate pupils' progress
 - the most-capable pupils are always suitably challenged
 - all pupils use success criteria to evaluate the quality of their own work and that of others
 - teachers' questioning challenges pupils' thinking consistently and enables them to accelerate their progress in learning.
- Develop the role of subject leaders so that they have an even clearer view of how to raise standards in their subjects further by giving them more opportunities to observe teaching of their subjects, so that they can help to accelerate progress in their subjects more quickly, particularly for the most-able pupils.

Outcomes for individuals and groups of pupils

2

Good progress is evident in lessons and typically pupils display positive attitudes to work. All pupils with special educational needs and/or disabilities make good progress from their varied starting points. The work seen in lessons and in pupils' books shows that pupils are on track to achieve challenging targets. Those with complex learning needs make good progress because of the school's inclusive practice. They are integrated well into all aspects of the school's work. The way that the school supports their social and emotional needs is exemplary and work is planned in small steps to help them grow in confidence and succeed. Pupils from minority ethnic backgrounds and those who speak English as an additional language make good progress in line with others. Former differences in the attainment of boys and girls have been virtually eliminated.

In a safe 'family' environment, pupils develop their personal and social skills well. Pupils are invariably sensitive and supportive towards each other and are particularly helpful to those with significant learning needs, helping them to feel fully included in all aspects of school life. Pupils are given many opportunities to exercise responsibility, such as through the good work of the school council and as 'play leaders'. They participate in school activities with great enthusiasm and are making a positive contribution to their local community. Pupils have a good understanding of what is meant by eating healthily and they participate readily in physical activities; this has led to the school gaining the Active Mark for physical education and Healthy Schools status.

Pupils have a thorough grounding in the basic skills of literacy, numeracy and information and communication technology (ICT). They raise money readily for the variety of charities that they and the school select. The rise in attainment and the way that the school is helping pupils to improve their learning habits ensure that they are appropriately prepared for their move to secondary education. A strong social and moral ethos encompasses the school. Pupils appreciate art, music and literature and are given opportunities to reflect on

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important issues. They celebrate cultural diversity. As a result, pupils' spiritual, social, moral and cultural development is good.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Most teachers make lessons interesting and exciting. For example, pupils undertook a walk through a 'tropical rainforest' to stimulate their creativity in their descriptive writing. Effective questioning challenged pupils' thinking and helped them to accelerate learning. Teachers use a variety of role play activities to develop pupils' speaking and listening skills. However, in some lessons the pace of learning slows when teachers talk too much and there is insufficient challenge in tasks for the most-able pupils. The regular celebration of pupils' efforts and successes helps to ensure they are well motivated and willing to do their best. The well-planned curriculum brings different subjects together to make learning more relevant to pupils and successfully secures both academic and personal progress. The curriculum is enriched by a good range of visits and visitors, often related to topic work, and a wide range of well-attended extra-curricular activities covering, for example, sports and music. The school has good plans to introduce a thematic and skills-based curriculum in the next academic year by working with a school that is a model of good practice. The school has worked effectively with the local authority to improve writing, particularly for boys, and mathematics.

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Day-to-day assessments of pupils' progress and attainment are accurate. Pupils know their targets and many older ones have a clear view of how to improve their work. Marking helps pupils to understand how good their work is and sets the next steps in learning. Pupils are involved increasingly in assessing the quality of their own learning and that of their classmates, but this practice is not consistent throughout the school.

Skilled and caring teaching assistants are usually well briefed and well deployed and make a significant contribution to learning, particularly by helping pupils with special educational needs and/or disabilities to gain confidence and enjoy success in their learning.

Arrangements for the care of all pupils, from the least to the potentially most vulnerable, are well organised and effective. The level of care for those pupils whose circumstances may make them vulnerable is very effective. The breakfast club provides a good start to the day for those who attend. In that facility and the after-school club, pupils develop good habits of hygiene and make healthy eating choices and the games and activities add to their enjoyment of school. The clubs make a strong contribution to the care, guidance and support pupils receive. The 'nurture unit' is highly inclusive. Pupils' progress is tracked carefully and the skilled support of staff ensures that all pupils make good gains in the personal, social, emotional and academic skills. They are integrated into mainstream classes whenever possible.

These are the grades for the quality of provision

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

How effective are leadership and management?

The leadership team and staff are a cohesive unit who work hard to improve provision and outcomes for pupils. They have not been diverted from their drive to improve standards by the turbulence in staffing. The leaders and governing body set measured-but-challenging attainment targets derived from accurate tracking of pupils' progress. All staff are involved in identifying strengths and weaknesses in pupils' performance and in targeting underachievement. A good example of their success is the rise in writing standards and mathematics, particularly at Key Stage 2. Improvement planning is linked closely to high-quality training for staff to help them to overcome any weaknesses in their work. The school achieves equality of opportunity in ensuring that all groups of pupils make good progress. School self-evaluation is accurate and the rigorous assessment and tracking of pupils' progress is helping to set clear priorities for learning. Senior leaders monitor teaching and learning accurately and effectively through lesson observations, enabling them to share and celebrate the good practice which leads to pupils making better progress in some classes. Middle leaders are thorough in monitoring and evaluating their subject through planning, data analysis and work scrutiny, but are not given enough

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opportunity to observe teaching in order to accelerate progress in their subjects even more quickly.

The governing body is responsible and fulfils its duties satisfactorily. It is knowledgeable about the school. It has a sound understanding of its strengths and weaknesses and has appropriate plans to make its evaluations of the school's work more rigorous and robust. It is meticulous in ensuring that arrangements to safeguard pupils are up to date and effective. The school ensures that all adults are suitable to work with children and that child protection arrangements and assessments to minimise any form of risk work smoothly.

The governing body and leadership team are active in promoting community cohesion. They have a good awareness of the school's local context and ensure that the curriculum makes a good contribution to pupils' cultural awareness. However, they recognise that pupils' understanding of the life and culture of people in the wider world beyond Britain through direct links is relatively underdeveloped. The school's links with parents and carers are effective and every effort is made to involve them in their children's learning. The school has provided workshops on the use of a virtual learning environment, so that parents and carers can support their children's learning at home more effectively.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good provision in the Early Years Foundation Stage means that children thrive in a stimulating, safe, happy and caring environment. The close links with the Children's Centre on site are beginning to raise children's skill levels on entry to the Nursery, particularly in communication, language and literacy. There is a good balance of adult-led and child-chosen activities. Staff use assessment information well in order to set targets and an effective ongoing monitoring system encourages children to make good progress in their

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work. Children are encouraged consistently to become independent learners in both the Nursery and Reception Year. The good induction procedures enable children to settle quickly into the Nursery. The children understand the routines and what is expected. Teaching is consistently good because effective planning provides assessment opportunities and activities are lively, interesting and related to children's needs and interests. Children develop confidence in a safe and secure environment. They are stimulated in their learning by indoor and outdoor activities that are suitably challenging. There are good relationships between adults and amongst the children and their welfare is promoted well.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents and carers are positive about the school. They praise particularly the way that staff keep their children safe, how much their children enjoy school and how happy they are with their children's experience in school. They feel that the leadership and management of the school is good, as is teaching in the school. A small minority chose not to respond to the question about effectiveness of procedures in preparing their children for the future. Inspectors found this aspect of the school's work to be effective

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lakeside Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 125 completed questionnaires by the end of the on-site inspection. In total, there are 457 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	66	39	31	2	2	1	1
The school keeps my child safe	94	75	31	25	1	1	0	0
My school informs me about my child's progress	71	57	49	39	4	3	1	1
My child is making enough progress at this school	70	56	48	38	6	5	1	1
The teaching is good at this school	78	62	46	37	1	1	0	0
The school helps me to support my child's learning	69	55	48	38	5	4	0	0
The school helps my child to have a healthy lifestyle	71	57	53	42	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	57	46	56	45	3	2	0	0
The school meets my child's particular needs	66	53	54	43	3	2	0	0
The school deals effectively with unacceptable behaviour	62	50	57	46	2	2	1	1
The school takes account of my suggestions and concerns	54	43	65	52	4	3	0	0
The school is led and managed effectively	80	64	45	36	1	1	0	0
Overall, I am happy with my child's experience at this school	89	71	35	28	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 June 2011

Dear Pupils

Inspection of Lakeside Community Primary School, Derby, DE24 8UY

Thank you for making us feel so very welcome and for answering all our questions when we visited recently to inspect your school. We concluded that it is a good school in which you receive lots of help from your teachers and teaching assistants to enable you to do well. We were particularly impressed by the good support given to those of you who find learning hard.

We were pleased to learn that you and the vast majority of your parents and carers are very happy with the quality of education you receive and that you enjoy all the additional activities and educational visits the school provides. It is good to know that you and your parents and carers feel that you are safe in school. Your understanding of how to stay healthy is good, as is the care and guidance that you receive. Your good behavior is helping you to make positive gains in your learning and creates a very happy school community where you all care so well for each other. The interest you show in lessons helps you take full advantage of the good teaching you receive and therefore make good progress.

We know that your school leaders and governing body are always striving to make it even better. With this in mind, we have asked them to do two things. We want your teachers to ensure that teaching and learning are consistently good, so that you can make the gains in learning that you are capable of, particularly those of you who can learn quickly. Also, we want the subject leaders to develop a clearer view of how they can improve the quality of learning for you even further, by observing your learning in lessons. You can help with these improvements by continuing to work hard and to do your best at all times, and by those of you who learn quickly asking teachers for harder work if you feel you need it.

We wish you all the very best for the future.

Yours sincerely

David Edwards

Lead inspector (on behalf of the inspection team)

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