

Tribal
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5359
Direct F 0117 315 0430
Email: christina.bannerman@tribalgroup.com

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Mrs J Rogers
Headteacher
Lakeside Primary School
Alphington Avenue
Camberley
GU16 8LL

Dear Mrs Rogers

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Lakeside Primary School, Surrey

Following my visit to your school on 1 May 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher and the deputy headteacher, four members of the governing body and a group of pupils. Her Majesty's Inspector also had a telephone conversation with a representative of the local authority. The school improvement plan was evaluated.

Context

Since the section 5 inspection there have been few staff changes. One teacher is on a phased to work. Two teaching assistants have been appointed to support two pupils with statements of special educational needs.

Main findings

The outcome of the inspection provided no surprises for senior leaders and members of the governing body because their own evaluation of the school matched the inspection judgements. Improvements to teaching and achievement were priorities for the school and work had already begun to increase the proportion of good teaching. The areas for improvement identified in the inspection report have enabled senior leaders to place a stronger focus on increasing expected rates of pupils' progress in all classes, particularly in Key Stage 2. There is a clear commitment to accelerate the schools' progress towards becoming a good school. The school improvement plan has been reviewed and revised to link planned actions to successfully address the identified areas for improvement. Priorities, actions and benchmarks are appropriately focused on improving teaching, achievement and leadership. However, the plan would be further strengthened with the inclusion of specific information of pupils' expected levels of attainment and progress for each group of pupils in each class throughout the year, in order to check whether their actions have been effective in raising pupils' achievement and improving the quality of teaching in every class.

Senior leaders have set clear expectations to improve the consistency in the quality information teachers provide to pupils to help them to know how to improve their work. This is developing, but remains inconsistent in different classes and subjects. It is more effective in writing than in mathematics. In the best example, pupils are responding to marking comments and showing improvements in their work. The headteacher and deputy headteacher have stepped up their use of monitoring tools, by checking pupils' progress in books, the learning environment in classrooms and talking to pupils about their learning. They generally provide useful feedback to teachers following these monitoring activities. However, the information provided to teachers following lesson observations needs to focus more precisely on the quality of learning and progress of different groups of pupils to identify where further challenge and support is required to accelerate pupils' progress in lessons.

Senior leaders and governors have begun to take effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- include pupil progress milestones for each class within the school improvement plan to strengthen teachers accountability for accelerating pupils' progress and to check the schools' progress towards achieving its targets
- improve the records of lesson observations by including judgements on the progress and achievement of different groups of pupils in lessons.

In addition, following the amendments:

- send the modified school improvement plan to the HMI by the end of May.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The learning partner has provided effective support for the headteacher to prepare the newly devised school improvement plan and to provide advice and guidance on the next steps the school needs to take to improve teaching and raise achievement. The English teaching and learning advisor has been effective in the support provided to the English subject leader and in the training and support provided to teachers to improve their planning.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Surrey. This letter will be published on the Ofsted website.

Yours sincerely

Ann Henderson
Her Majesty's Inspector