

Lakeside Primary School

Leyland Road, Glascote, Tamworth, B77 2SA

Inspection dates

4–5 July 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- While the recent actions of senior leaders have produced improvements in pupils' achievement and the quality of teaching, these have yet to be sustained over time.
- Too many of the more-able pupils do not make the progress they should in writing. There are not enough opportunities for writing at length. Pupils do not always have enough time to work on the first draft of their written work in order to improve it.
- A few older pupils are not completely confident in their knowledge of the way sounds are linked to groups of letters, and need more support with this to improve reading and writing.
- Teachers do not have a consistent way of marking pupils' work that is clearly understood by all pupils.
- In mathematics, not enough pupils in Key Stage 1 and Key Stage 2 are making the progress they should. Pupils do not do enough solving of mathematical problems in their lessons.
- There is not enough good or outstanding teaching. In some lessons, activities that pupils work on by themselves lack a clear goal. In others, teachers do not always ask questions to check that all pupils have understood.

The school has the following strengths

- Pupils enjoy school. They feel safe, happy and well cared for.
- Children make good progress in the Reception Year and are well prepared for entry into Year 1.
- The majority of pupils currently in the school are making much improved progress since the arrival of the new headteacher in September 2012. Teaching is improving.
- In the last year, the school's staff have become a well-motivated and effective team.
- Pupils' behaviour has improved recently and it is now good. Pupils have very positive attitudes to learning in the classroom.
- There are strong relationships between staff and pupils that make a positive contribution to the achievement and welfare of the pupils.

Information about this inspection

- On the first day of the inspection, inspectors observed 13 lessons, of which four were joint observations with the headteacher. In addition, the inspection team met with groups of pupils, looked at work in their books and listened to them read.
- On the second day of the inspection, when pupils were not at school because there was a training day for teachers, there were meetings with senior leaders, representatives of the governing body and the local authority. The inspection team also examined the school's own data on pupils' current progress; planning and monitoring documentation; records relating to behaviour and attendance; and documents relating to safeguarding.
- Inspectors took account of the 24 responses to the online questionnaire (Parent View) and talked to parents at the start of the school day. Inspectors also considered the 24 responses to a staff questionnaire.

Inspection team

Richard Boswell, Lead inspector	Additional Inspector
Janet Bird	Additional Inspector

Full report

Information about this school

- Lakeside is smaller than the average-sized primary school.
- Over a third of pupils, an above-average proportion, are known to be eligible for the pupil premium. This is additional funding for pupils known to be eligible for free school meals, those in local authority care and those with a parent in the armed services.
- The proportion of disabled pupils and those who have special educational needs supported by school action is above average. The proportion supported by school action plus or who have a statement of special educational needs is similar to that found nationally.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- A small number of pupils attend alternative provision on a part-time basis.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching by:
 - ensuring that when pupils are working independently they have clear goals and timed activities that help them to make more rapid progress
 - teachers asking all pupils in the class sufficient searching questions to be sure they have understood
 - making consistent use of a clear policy for the marking of pupils' work so that all pupils understand what they need to do to improve.
- Raise pupils' achievement in mathematics in Key Stage 1 and Key Stage 2 by giving pupils, particularly the more able, more open-ended activities that allow them to develop their problem-solving skills.
- Improve the standards of pupils' writing, particularly the more able, by
 - providing more opportunities for pupils to write longer pieces of work not only in literacy but also in topic work
 - giving pupils time to go back over first drafts of their written work in order to improve it.
- Improve the achievement of older pupils who are not entirely secure with their letters and sounds by ensuring they continue to receive additional help on a regular basis.
- Further develop pupils' independence and leadership by giving them more responsibilities as members of a school council and as classroom helpers.

Inspection judgements

The achievement of pupils

requires improvement

- The 2012 Year 6 results show a dip in pupils' achievement. Some did not make enough progress through Key Stage 2. Whilst progress has improved this year it is not yet securely good.
- Not all the more able pupils are reaching the higher levels or making the progress expected of them, particularly in mathematics and in writing. None are reaching the highest levels possible.
- The achievement of some older pupils in reading and writing is not as good as it could be because they still require more support with their letters and sounds (phonics).
- Pupils typically enter the Reception Year with standards below, and in language well below, those expected for their age. They go on to make good progress and enter Year 1 well prepared for learning in all areas in Key Stage 1.
- Pupils' performance in Year 1 was above average in the 2012 national screening check of pupils' understanding of letters and sounds (phonics).
- The school is very near to closing the gap between the progress of pupils eligible for the pupil premium and other pupils. The gap in their attainment has closed to four months in English and one month in mathematics. This is an example of the school's commitment to tackling discrimination and has been achieved by rigorous tracking of pupils' progress and swift identification of any weaknesses.
- In the last three years the progress of disabled pupils and those who have special educational needs has been similar to or sometimes slower than other pupils. In the last year the proportion of these pupils has fallen and they have made better progress. This includes the small number for whom alternative provision is made on a part-time basis off the school site.

The quality of teaching

requires improvement

- Pupils do not always learn as rapidly as they could because teachers do not make the most of the time they have. While most teachers give pupils tasks to do independently, they do not always check that pupils understand the instructions and are clear about the goal. There is often little sense of urgency about these activities and opportunities to work 'against the clock', for example, are not taken.
- In lessons in which teaching requires improvement, teachers do not routinely assess the progress of all pupils by asking probing questions. This means that some pupils can pass through a lesson without being challenged and without the teacher being sure they have understood a new learning point.
- The marking of pupils' work in their books is not consistent from teacher to teacher or from subject to subject. This does not make it easy for pupils quickly to see what they have done well and where they can improve.
- In Key Stage 1 and Key Stage 2 the teaching of mathematics does not allow pupils enough time and freedom to explore the solving of mathematical problems. This means that more able pupils, in particular, are not always able to make the progress they should.

- The standard of some pupils' writing requires improvement because they are not getting enough practice. They do not have enough opportunities to write at length. Teachers do not take full advantage of topic work, for example in history and geography, to allow pupils to extend their writing. In addition, pupils are not always given time to work on a first draft in order to refine their style and improve their spelling, punctuation and grammar.
- Teachers make good use of skilled support staff to improve the progress of all pupils in lessons. For example, in an art lesson in Year 5 while the classroom teacher gave some individual pupils one-to-one support, the teaching assistant circulated around the rest of the class, checking on their progress.
- In many of the lessons seen during the inspection, groups of pupils were given resources with different levels of challenge according to their ability. In one literacy lesson in Year 3 for example, pupils were given different newspaper articles in which they had to find a quotation. The resources were designed to support those who needed it and to stretch the more able, and were effective in ensuring good progress.

The behaviour and safety of pupils are good

- Pupils' behaviour in lessons was good during the inspection and school records show that incidents of even minor disruption in class are rare. Pupils are polite, courteous and respectful of each other and of the school staff.
- Pupils are well informed about personal safety. They spoke to inspectors about their awareness of staying safe on the internet as well as aspects of physical safety in the playground and near traffic. Parents and pupils agree that bullying is rare and only one incident was recorded in the last year.
- The school has recently revised its systems for managing behaviour and the impact has been considerable. Pupils, parents and staff all spoke to inspectors about the significant improvements in behaviour and this was borne out by examination of some recent case histories.
- The rate of exclusions has fallen sharply while the school remains inclusive and welcomes and cares well for all pupils. Those pupils who attend alternative provision on a part-time basis are carefully monitored for their attendance, progress and safety.
- The school has worked hard in partnership with parents to improve attendance and it is now in line with the national average.
- Pupils take on some responsible roles within the school. For example Year 5 pupils receive training as peer mentors, helping other pupils and learning to be sympathetic listeners. However, the school currently does not have a pupil council and there are opportunities missed in lessons for pupils to take responsibility for resources and sometimes to lead the learning.

The leadership and management requires improvement

- The new headteacher has driven rapid improvements in both pupils' achievement and the quality of teaching. However, these improvements have yet to result in pupils making progress in reading, writing and mathematics that consistently compares favourably with that found nationally.

- The headteacher has a strong vision of the direction in which she wants to take the school and she has successfully shared this with governors, staff, parents and pupils. This was evident in meetings with staff, parents' responses to questionnaires and pupils' responses to their headteacher in assembly.
- While senior leaders and governors have high expectations, they also have a clear and accurate view of the school's strengths and weaknesses. Systems for tracking pupils' progress, introduced by the new headteacher, mean the school is quick to identify underachievement.
- The actions of senior leaders since September 2012 have meant that most pupils have made significant improvements in their progress as readers. This has been achieved by an emphasis on teaching reading skills in every subject, the renovation of the school library and one-to-one support.
- Senior leaders place teachers where they can be most effective and where their skills are well matched to the needs of their classes. Newly qualified teachers are well supported and all staff receive regular training that is tailored to the needs of the pupils. There is rigorous monitoring and appraisal of teaching, and judgements are used for the performance management of staff. Teachers only move to the upper pay spine when the pupils they teach are making demonstrably good progress.
- The school's curriculum encourages pupils to take pride in their work and motivates pupils to do their best. The headteacher's 'golden coins' are much prized by pupils and there is a 'star learner' every day. Topics that pupils explore include aliens, street children and extreme environments. These are designed to appeal to a range of pupils and each one is linked to a reading challenge. Pupils develop their skills in information and communication technology and use computer programmes independently to support their numeracy and their literacy. The school's nurture group, the 'positive play' room, provides support for pupils who need it. The emphasis is on returning to the classroom and engaging with learning as swiftly as possible.
- Parents are overwhelmingly positive about all aspects of the school. They are included in many school activities and are actively encouraged to work alongside their children in workshops and through homework.
- The local authority rightly has a high degree of confidence in the ability of the headteacher to continue the improvements of the last year. The school has benefited from its support, particularly in the Reception Year. The school has also made good use of independent consultants and is using a cluster of local schools to let staff observe the best teaching practice.
- The school provides all pupils with opportunities to broaden their experience and understanding of the world. Assemblies reflect current affairs and religious festivals are celebrated. There are also links with schools that have a greater diversity of cultures and faiths, bringing in visitors from a variety of backgrounds and visits to places of worship such as synagogues and mosques. Moments in the school day are set aside for quiet contemplation as well as communal acts of worship.

■ **The governance of the school:**

- The largely new governing body shares the same high expectations for all pupils as the senior leadership team and is keen to promote equality of opportunity. They bring a wide range of professional skills to their roles as governors and show a good understanding of how pupils' performance compares to other schools. They oversee the school finances effectively, and make sure the pupil premium additional funds are targeted well. Governors are supportive of

the school while also offering challenge to help senior leaders to move to the next level of effectiveness. The governors are eager to improve their understanding of aspects of governance and regularly attend effective training. They know about the quality of teaching through observations of lessons and looking at pupils' books. They discuss the performance of staff with senior leaders, and are aware how this is linked to salary and promotion. Together with the headteacher, they are willing to take steps to address any underperformance.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124172
Local authority	Staffordshire
Inspection number	406217

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	The governing body
Chair	Stuart Vale
Headteacher	Kirsty Timms
Date of previous school inspection	28 June 2011
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