

# Lakeside Community Primary School

London Road, Alvaston, Derby, DE24 8UZ

**Inspection dates** 17–18 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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

- Too few pupils make good progress because teaching is not consistently good throughout the school. Standards are not high enough in reading, writing or mathematics.
- Work is not always at the right level for each pupil. This slows the pace of learning in some lessons, especially for more-able pupils.
- In some lessons, it takes too long for pupils to get onto the written work that can provide evidence of how well they are learning.
- Teaching does not focus well enough on promoting literacy and numeracy skills in different subjects.
- Improvement planning by leaders and managers lacks the precision and challenge needed to guide and judge success and support more rapid improvement in teaching and pupils' achievement.
- Teachers who are responsible for specific subjects are not fully enough involved in analysing data and using it to improve outcomes.
- Governors do not challenge the school enough about its academic outcomes.
- Pupils' lack of punctuality means that valuable learning time is sometimes lost.

### The school has the following strengths

- The re-organisation of staffing, initiatives introduced by senior leaders, and good use of pupil premium funding, have improved pupils' progress and led to higher standards in 2013.
- Teaching is particularly strong in Year 6. Here, pupils catch up rapidly on learning they have missed previously.
- The school's successful work with pupils who have behavioural difficulties, including in the Nurture Unit, means learning is rarely disrupted.
- Behaviour is good. Pupils feel very safe. They enjoy learning and are keen to do well. They get off to a good start in the Nursery.

## Information about this inspection

- Inspectors visited 26 lessons. These included three that were observed jointly with the headteacher. They also observed play and lunchtimes.
- Discussions were held with pupils, governors, staff, and a representative of the local authority.
- Inspectors took account of the small number of returns in the online questionnaire Parent View and of the views expressed by parents in informal discussions at the start of the school day.
- A wide range of documents was scrutinised, including information about pupils' progress and attendance, the school improvement plan, the school's self-evaluation document and records and policies about safeguarding.
- Inspectors also examined the work in pupils' books, sampled sessions where pupils were learning phonics (sounds and the letters that make them), and listened to pupils read.

## Inspection team

Doris Bell, Lead inspector	Additional Inspector
David Westall	Additional Inspector
Michael Bucktin	Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils joining or leaving the school other than at the normal times is above average.
- The school has specially resourced provision for pupils with special educational needs, specifically behavioural and emotional needs. Known in school as the 'Nurture Unit', the provision caters for 12 pupils aged 7 to 11.
- The proportion of pupils for whom the school receives additional funding, known as the pupil premium, is above average. This funding is, for example, for children in local authority care, and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is below average. The proportion supported at school action plus or who have a statement of special educational needs is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Extensive building works are under way to expand the school. Because of this, Nursery and Reception children and pupils in Year 4 are being taught in temporary accommodation.
- Staffing has stabilised this year after a period of disruption, including at senior management level.

### What does the school need to do to improve further?

- Establish consistently good or better teaching throughout the school by:
  - making sure teachers use assessment information well to plan work at the right level for individuals
  - increasing the pace of learning in lessons, especially for more-able pupils.
- Raise achievement in English and mathematics by:
  - improving fluency and comprehension in reading, and supporting pupils in Key Stage 2 who missed out on phonics teaching in earlier year groups
  - giving pupils many more opportunities to practise their writing skills sooner in literacy lessons, and in different subjects
  - introducing more practical and investigative work in mathematics so that pupils can use their improving calculation skills to solve real-life problems.
- Improve the impact of leadership and management on the quality of teaching and learning by:
  - sharpening school improvement and action planning and linking the steps to success contained within them to measureable improvements in pupils' progress
  - extending the subject leaders' roles in using data to bring about improvement
  - stepping up the governing body's role in holding the school to account for pupils' progress
  - improving punctuality so that pupils do not miss valuable learning time each morning.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils **requires improvement**

- Pupils' achievement is broadly as expected, though not good enough to raise standards rapidly. Standards remain significantly below average in Year 2 and Year 6. The improvement seen in Year 6 in 2013 looks set to continue with pupils currently in Year 6. In Year 2, too few pupils reached the higher levels, resulting in the overall outcomes for that year group staying broadly the same as in previous years.
- The lack of opportunity for pupils to write at length for a sustained period meant that when faced with the written tests, pupils did not perform as well as the work in their books shows that they can. That work is at a higher standard, and shows better progress, than the published test results would suggest.
- Children start school with skills that are well below those that are typical for their age. They make good progress in the Nursery but overall, their progress is as expected by the end of Reception. This means they start Year 1 still below where they should be.
- The results of the phonics check for pupils in Year 1 show considerable improvement on the previous year. Pupils in Year 1 know their letters and sounds but they, and pupils in Year 2, sometimes struggle to combine them to read unfamiliar words. Reading often lacks fluency and expression, and comprehension skills are weak. Elements of the above remain in Key Stage 2, where pupils have not all had the benefit of phonics teaching.
- Pupils have many opportunities to talk to each other and staff try to increase their limited vocabulary. Nevertheless, they do not put pen to paper for some time in lessons, and therefore do not practise their writing skills often enough, in literacy or in different subjects. Spelling, punctuation and grammar skills are well below the national average.
- The focus on improving pupils' calculation skills has led to some improvement in mathematics. However, pupils complete too many calculation exercises, often correctly, without being moved on to solving mathematical problems. They cannot always explain the strategies they use, or determine which method is the most efficient.
- Pupils for whom the school receives pupil premium funding are about one-and-a-half terms behind other pupils in English and mathematics, compared with over two terms behind nationally. The gaps in their attainment are narrower than the national gap in reading and mathematics, and similar to the national gap in writing. They make similar, and in some years, better progress than other pupils.
- Disabled pupils, and those who have special educational needs, make progress similar to that of other pupils. They benefit from carefully selected support programmes and input from well-briefed teaching and support staff.
- Pupils in the Nurture Unit make good progress relative to their starting points and behavioural and personal needs. Their learning is precisely matched to their different needs. The good progress they make in managing their behaviour means that, with support, they are often able to work in class alongside pupils of the same age for considerable periods of time.

**The quality of teaching requires improvement**

- Teaching does not always get the best from the pupils because learning activities are not sufficiently well matched to individual needs, and pupils all do the same work. This limits the progress that pupils, especially the more-able, make.
- Some good and outstanding teaching was noted during the inspection, particularly in Year 6. In Year 6, work is targeted precisely on pupils' needs and pupils have to work hard to reach the staff's high expectations. They do so with enthusiasm and a keen desire to do well.
- Phonics is being taught increasingly well. This is having a positive impact in Key Stage 1, on pupils' ability to sound and read words. The pupils' underdeveloped vocabulary is very evident, however, when adults begin to explore the meaning of words with them, or question them about what a piece of text might infer.
- Although insufficient use is made of assessment information in planning from lesson to lesson, assessment is sometimes used well to adjust learning during lessons. A good example was noted in Year 1 when the teacher stopped the class and re-focused them by breaking their learning down into simpler steps. They then went on to make good progress in writing sentences.
- Marking regularly follows the school's system. However, there are often more 'tickled pink' than 'green for growth' comments, especially in mathematics, where ticks or crosses are more the order of the day. This means marking is not always as effective as it might be in moving learning on, although pupils appreciate and act on guidance when it is given.
- Typically, relationships between staff and pupils are good, teaching enthuses pupils and makes them want to learn. Support staff make a good contribution to pupils' learning, especially that of disabled pupils and those who have special educational needs. Small group and one-to-one tuition helps these pupils, and those from the Nurture Unit, to progress at least as well as their peers.

**The behaviour and safety of pupils are good**

- Pupils and their parents say behaviour is typically good. Pupils readily work with one another in lessons, for example, discussing learning with partners and helping each other to read, as happened in Year 2. Breaks and lunchtimes are happy occasions when pupils make full use of the school's excellent facilities, which have remained accessible during the building works.
- Pupils readily reflect on their experiences and show respect for others. They generally enjoy and are fascinated by learning about themselves and the world around them. Imagination and creativity are less well developed, especially in writing, because pupils do not get to put pen to paper quickly enough in lessons.
- Pupils learn about rights and responsibilities, and understand their role in managing their own behaviour and relationships. They also have a developing understanding of diversity of life in modern Britain and of their place in the local, national and global communities.
- The support provided for pupils in the Nurture Unit is especially effective in managing their often challenging behaviour and changing their attitudes to learning. This enables the pupils to join in with activities in the rest of the school and take part in everything that is on offer.
- Pupils know the different forms bullying can take, such as persistent teasing and harassment, or

through using modern technology and social websites. They recognise the importance of reporting bullying to keep themselves and others safe, and have every confidence in the staff to deal with any untoward behaviour quickly and effectively.

- The school's charter provides a good framework for moral development and pupils understand that actions have consequences. The behaviour code is applied consistently and understood by all. There are many striking examples of success with pupils who have behavioural difficulties.
- The published attendance figures are affected by a lack of punctuality on the part of several pupils. The school is rigorous in marking as absent those pupils who arrive after registers are closed. The issue is one of parents getting their children to school on time. When attendance figures are adjusted to show attendance later in the morning, they show it to be broadly average.

### **The leadership and management** requires improvement

- School improvement planning and the action plans for literacy and numeracy identify appropriate issues but the priorities are relatively vague and the plans do not show how they will accelerate pupils' progress or by how much.
- Subject leaders work alongside teachers to generate improvement. They analyse teachers' planning and pupils' work, and occasionally observe teaching and learning. However, they are less clear about their role in analysing and using data to drive improvement. They are too dependent on a senior teacher for this.
- The headteacher and senior leaders observe lessons and identify points for improvement. They can pinpoint where they have improved teaching and learning, and re-organised staff this year to provide more opportunities to coach and mentor relevant staff.
- The leadership of the Early Years Foundation Stage requires improvement to ensure that children's progress is equally good in Reception as it is in Nursery. The management of the provision for disabled pupils and those who have special educational needs, and the management of the provision for pupils in the Nurture Group, are both good.
- The curriculum provides well for pupils' personal development, including through visits, visitors and extra-curricular activities aimed at giving pupils experiences they might not otherwise have. Some of the pupil-premium funding has been used to do this.
- The curriculum emphasises the teaching of phonics in Key Stage 1 and calculation throughout the school, resulting in improvement in both of these areas. It does not however give sufficient attention to promoting reading, writing or mathematical skills in other subjects, or to giving pupils time to undertake investigative or problem-solving work in mathematics.
- The school is vigilant in supporting its pupils, meeting their diverse personal development needs, and ensuring their safety. All safeguarding requirements are met, and effective steps are taken to make sure pupils of all abilities and backgrounds are afforded equality of opportunity and are free from discrimination of any sort.
- The local authority provides appropriate support for the school. It recognises that the school is improving but continues to work alongside senior staff and governors to ensure that any improvement is sustainable. It recognises the school's strengths in managing pupils with difficult behaviour, and uses it to support pupils throughout the city.

**■ The governance of the school:**

- Governors visit the school regularly and use their expertise to support pupils' personal development, safety and well-being. They know what the data is telling them but have not, until recently, examined their role in challenging the school to improve pupils' academic outcomes. They are now developing that role through well-focused training. Governors support the headteacher well in making decisions about salaries based on the management of teachers' performance. Using their knowledge of where teaching is stronger or weaker, they have also supported the headteacher in tackling underperformance. They have used pupil premium money wisely to support learning by employing additional staff so that pupils can be taught in smaller groups or, where needed, one-to-one. They have also made good use of the primary school sport funding to extend specialist physical education to all year groups. Pupils are enjoying the new experiences arising from this and are enthusiastic in their attendance and participation.

## 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

<b>Unique reference number</b>	112738
<b>Local authority</b>	Derby
<b>Inspection number</b>	425114

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	531
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Mole
<b>Headteacher</b>	Simon G B Emsley
<b>Date of previous school inspection</b>	9 June 2011
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