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Mr S G B Emsley
Headteacher
Lakeside Community Primary School
London Road
Alvaston
Derby
DE24 8UZ

Dear Mr Emsley

Requires improvement: monitoring inspection visit to Lakeside Community Primary School

Following my visit to your school on 8 November 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report 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 September 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- refine your school development plan by including milestones relating to pupils' achievement, so that governors can hold leaders to account for the rate of improvement more effectively.

Evidence

During the visit, meetings were held with you and senior leaders, two members of the governing body, a group of pupils and a representative from the local authority, to discuss the action taken since the last inspection. We made short visits to all classes which included looking at a range of pupils' work. I reviewed your most

recent data on pupils' attainment and progress. I considered your checks on the quality of teaching. I evaluated your school action plan.

Context

Since the inspection, the governing body has appointed a teaching assistant to work with pupils in Year 5.

Main findings

You have left staff in no doubt about what is expected in their practice and they have responded positively to your clear guidance. Teachers are capturing pupils' attention by presenting learning in more interesting ways and encouraging pupils to work together to share their views and answer questions. When pupils undertake their learning tasks, these are more closely matched to their needs. This is because teachers are using their assessments of pupils' learning better to make sure that pupils of different abilities are challenged. Teachers are checking more closely on the progress of pupils during lessons and, where required, provide additional work. As a result, pupils are more engaged in their learning and are making better progress during lessons.

You have implemented a revised approach to the teaching of language and literacy. Pupils in Key Stage 2 who have gaps in their understanding of letters and the sounds they make (phonics), have been supported effectively and they are now making better rates of progress in reading and writing. Pupils are proud of their topic books and spoke enthusiastically about the opportunities they have to produce more detailed pieces of writing in a range of subjects. This has improved pupils' motivation and is helping them to make faster rates of progress. Visits to lessons and work in pupils' books show that pupils are using their knowledge of place value and skills in calculations to solve real-life problems more often. As a result, pupils are becoming more skilled in being able to reason and communicate their thinking in mathematics.

You have introduced a new system for tracking the progress of groups of pupils. This has helped the leaders of English and mathematics to have a better understanding of the strengths and areas for improvement in their respective subjects. This has made sure that their plans for improvement are targeted in the correct areas and they have begun to drive improvements by training staff. This has helped to ensure a more consistent approach in the teaching of literacy and numeracy. This is having a positive impact upon the quality of pupils' learning.

Governors have identified the need to form a new committee to oversee the impact of the school's actions on pupils' achievements. This has helped governors to have a better understanding of the performance of the school in the last academic year and to set priorities for the current year. These are set out clearly in the school development plan which includes a timetable of the actions to be taken in order to secure further improvement. However, the lack of frequent measurable criteria

linked to pupils' achievement, makes it difficult for governors to check that the current rate of improvement is being sustained.

Your colourful newsletters promote the importance of pupils' attendance and punctuality. As a result, there has been a reduction in the number of pupils being late for school since the section 5 inspection.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority has supported the school in implementing a new tracking system. This has helped senior and subject leaders to have a clearer understanding of the achievement of individual and groups of pupils. Consequently, leaders are able to provide additional support for pupils where it is most needed.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Derby.

Yours sincerely

David Carter
Her Majesty's Inspector