

Lakeside Primary School

Oakdale Road, Clifton Moor, York, North Yorkshire, YO30 4YL

Inspection dates 21–22 May 2014

Overall effectiveness	Previous inspection:	Good	2
	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

- Achievement requires improvement because standards reached by pupils are lower than they should be from their starting points.
- Attainment in mathematics is lower than in writing and reading because the quality of its teaching is inconsistent as pupils move through the school.
- Middle leaders are not involved enough in checking the quality of teaching and learning.
- Teaching requires improvement. Teachers do not ensure that the next steps they identify in their marking are acted upon by pupils. They do not give pupils clear enough examples of what they are expected to do and when they realise pupils, especially older boys, are failing to make good progress in lessons, they do not adapt work quickly enough.
- Governors took their eyes off the ball after the last inspection and so failed to notice the falling performance.

The school has the following strengths

- With good support from the local authority the headteacher has ensured that the decline in performance has been halted and the school is now on an upward trajectory.
- Pupils are well behaved, feel safe and secure.
- Parents are fully supportive of the school.
- Children in the Early Years Foundation Stage make good progress and this is a marked improvement since the last inspection. As a result, children now get off to a flying start.
- Morale is high and teachers are embracing the drive to improve the school's performance.

Information about this inspection

- The inspection team observed 18 lessons or parts of lesson. Five joint observations were undertaken with the headteacher and assistant headteacher.
- The inspection team listened to pupils from Years 2 and 6 read and examined the quality of work in the books of pupils from across the school.
- Discussions were held with pupils, members of the school staff and two members of the governing body. Inspectors also met a representative from the local authority.
- The inspectors took into account the views of 60 parents through the on-line questionnaire (Parent View) and two inspectors spoke to parents informally.
- Thirty two members of staff made their views known to the inspectors through the staff questionnaire.
- The inspection team considered health and safety documentation, documents relating to the procedures to check the performance of staff and the school's systems for checking pupils' current progress.

Inspection team

Henry Moreton, Lead inspector

Additional Inspector

Jennifer Firth

Additional Inspector

Susan Twaits

Additional Inspector

Full report

Information about this school

- The school is a larger than average-sized primary school.
- The vast majority of pupils who attend are of White British heritage. There is a below average proportion of pupils from minority ethnic heritages. Few pupils speak English as an additional language.
- A below average proportion of pupils are eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals and those in the care of the local authority.
- The proportion of pupils supported at school action is just below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well below average.
- In 2013, the school met the government's current floor standard, which is the minimum expectation for pupils' attainment and progress.
- Since the last inspection the school has appointed a new headteacher who took up her post in April 2013. The assistant headteacher is also new to post initially on a temporary basis and taking up the permanent position in April 2014, (there is no deputy headteacher). The governing body has appointed a new Chair of Governors.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' progress by:
 - making marking more effective by checking that pupils carry out the improvements identified
 - ensuring teachers are clearer when explaining what they want pupils to do
 - being more flexible in their teaching when they see that things are not working
 - providing more challenging and interesting tasks to ensure all boys are fully engaged in their work.
- Accelerate pupils' achievement in mathematics across the school by:
 - ensuring pupils have consistent opportunities to use their knowledge and understanding of mathematics in different subjects.
- Improve leadership and management by:
 - increasing the responsibilities of middle leaders so that they play a more active role in improving teaching and the achievement of pupils.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement. Standards reached by pupils at the end of Year 6 are broadly in line with the national average in English and mathematics but the progress made by pupils is inconsistent over time, especially in mathematics. Although many pupils make the progress expected of them, too few make better than expected progress.
- In the past, children have joined the Early Years Foundation Stage with skills in reading, writing and numeracy which are broadly in line with those typically expected for their age. This is changing and more children join with attainment on entry below those typically expected for their age. However, they quickly settle into routines and their progress in developing these skills is good. As a result, they reach and sometimes exceed the level expected as they start in Year 1. This is an improvement since the last inspection.
- Assessment at the end of Year 2 in 2013 showed attainment by the end of Key Stage 1 was below average. Pupils supported by the pupil premium funding made less progress than others. Attainment in mathematics was worse than reading and writing. Inspection evidence shows that Key Stage 1 pupils now make better progress and standards are getting closer to the average this year.
- Standards at the end of Year 6 are broadly average in reading, writing and mathematics. However, there has been a declining trend since the last inspection and the 2013 results reflect this.
- Progress in mathematics requires improvement. Inspection evidence shows that standards in mathematics have fallen because pupils do not have enough opportunities to use and develop their mathematical skills in different subjects.
- Progress in reading requires improvement. Pupils' phonic skills (the understanding of letters and the sounds they make) are improving and pupils of all ages enjoy reading but progress is slowed because pupils, especially the most able pupils and older boys, are not encouraged enough to read more demanding texts.
- Progress in writing requires improvement. Activities lack challenge and there are insufficient opportunities for pupils, especially the most able pupils, to apply their skills to longer pieces of writing.
- The most able pupils make better progress than other groups but this varies between year groups. Their needs are now being more fully met in mathematics and this is beginning to raise attainment.
- Last year, attainment for pupils in Year 6 supported by the pupil premium was behind their peers in school by approximately two terms. This has been identified by school leaders who have taken action to redress it. The school's current data show that gaps are closing but it is too soon to see how the results of these interventions are sustained.
- The support given to disabled pupils and those with special educational needs and the few who speak English as an additional language ensures that these pupils make similar progress to others in English and mathematics. Like their peers, too few make better than expected progress as they move through the school.

The quality of teaching

requires improvement

- Teachers diligently mark pupils' work and let them know how they can improve it. However, they do not routinely follow this up. Time is not consistently set aside for pupils to correct and improve their work. As a result, the same mistakes continue to be made and learning is not consolidated.
- When explaining what it is they want pupils to achieve, teachers do not ensure that all pupils know what it is they need to do. As a result, while some pupils crack on, work at a fast pace and achieve well, others work at a slower pace and achieve less.

- Sometimes teachers are slow to adapt their plans and be flexible when they see that things are not working as they had intended. Occasionally, they do not deal with inattention speedily.
- There has been an improvement in assessment of children's needs in the Early Years Foundation Stage. As a result, activities are at the right level and children make good progress. In one of the lessons seen by inspectors the children wrote a list of the things they would need to pack for a holiday to a place that is hot. The most able wrote another list for going somewhere cold. Some even wrote a list that they did not want their mum's to see! A simple, interesting and fun activity which meant that all the children responded well, making good progress.
- Pupils make good progress and enjoy learning when the work interests them. However, on occasions activities are not hard enough or sufficiently interesting and attitudes to learning dip. This mostly applies to a few older boys, and when this goes unchecked their progress slows.
- Close partnerships between all staff are evident and this includes between the class teachers and the teaching assistants, some of whom take on important responsibilities, for example in physical education, where their impact can be seen.
- Extra sessions take place for pupils who are at risk of falling behind and these are welcomed by pupils, reflecting their desire to achieve well. The impact of these sessions has contributed to the recent improvements in pupils' progress, particularly in mathematics and reading.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. While the vast majority of pupils are keen to learn and show positive attitudes to their work, sometimes, when teaching does not capture their full attention, the application of a handful of boys dips.
- On the other hand, outstanding attitudes seen outside the classroom is evidenced by pupils' caring and friendly attitudes to each other, staff and visitors. Indoor physical education activities take place right in the centre of school with no easy access routes around, while three classrooms are some distance from the main building. In spite of these physical barriers learning is not disrupted and this reflects the courtesy and respect pupils show to others.
- The parents who completed the on-line questionnaire believe that behaviour in school is good and that their children are safe and happy, and inspectors concur.
- Records kept by the school show that incidents of inappropriate behaviour are rare and the behaviour policy is applied consistently across the school. No pupil has been excluded since the last inspection. This lends further weight to the evidence that this is an orderly and happy school community.
- Attendance is broadly average and has improved since the last inspection. The number of persistent absentees has fallen. Punctuality to school is good. These improvements are due in part to the effective work with families.
- The school's work to keep pupils safe and secure is good. Pupils spoken to were clear about the different forms bullying can take. Incidents of bullying are very rare and the pupils have been taught well what action to take should an incident happen.

The leadership and management requires improvement

- Leadership and management of the school require improvement because the actions taken to reverse the decline since the last inspection have, so far, not been effective in raising pupils' achievement over a sustained period.
- However, the headteacher, well supported by the local authority, has taken decisive action and the quality of teaching is improving. As a result, the rate of progress made by pupils is hastening.
- It was helpful that the headteacher took up her post in April 2013. This meant that a timely audit of provision in the summer led to a clear impetus from the start of the new school year in September.

- Teaching was checked and teachers set performance targets linked directly to pupils' achievement. Improvements soon followed and these continue.
- Crucially, all teachers welcome the drive for improvement. The headteacher's leadership skills have been pivotal in securing this commitment.
- Great attention is given to detail and the school is well maintained and graffiti free. Pupils wear the uniform with pride. Classrooms are neat and tidy and the displays around the school stimulate learning.
- Not enough action is taken to tackle the inconsistencies in performance which have emerged since the last inspection. For example, while the most able Year 6 pupils are on track to achieve well this year in mathematics, the same pupils are doing less well in English. This is due, in part, because the role of middle leaders is not developed to ensure they play a full part in monitoring and evaluating performance.
- While teachers' planning is mostly helpful, too few opportunities are taken to tailor work to fully interest all pupils, especially some of the older boys. The lack of planned opportunities for pupils to use mathematics in other subjects is a limiting factor in the progress pupils make in mathematics.
- Experiences outside the classroom enhance pupils' learning and develop their spiritual, moral, social and cultural understanding well. Steps have been taken to improve interaction with children from different backgrounds as identified at the last inspection.
- The school uses its allocation of sports partnership monies well. As a result, this aspect of the school's provision is strong. This is due to enthusiastic leadership and teaching, effective use of specialist expertise and the school's commitment to equality of opportunity, a key feature. The school's enviable outdoor environment supports this aspect of its provision.
- The local authority works very closely with the headteacher and offers the school good support.
- **The governance of the school:**
 - School governors bring a range of skills and experience to the governing body which they update by attending training, sometimes alongside school staff.
 - As a result of good quality information provided to them by the headteacher, and backed up by incisive analysis by the local authority, the governors have an accurate understanding of the school's performance, including the quality of the teaching. However, without support they do not have the capacity to challenge school leaders well enough.
 - They show a good level of commitment to their duties as governors. They have an effective system for checking the performance of all staff which rewards good teaching, but they have focused their attention on the underperformance of pupils that has occurred since the last inspection.
 - Although ensuring that monies allocated for sports has been spent well, governors have not ensured that pupil premium funding is effectively targeted towards supporting pupils. Gaps between the attainment of these pupils and their peers are closing, but not fast enough.
 - Governors ensure that safeguarding procedures and policies meet current requirements. They also ensure the school promotes equality and rejects all forms of discrimination.

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	121467
Local authority	York
Inspection number	443848

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	315
Appropriate authority	The governing body
Chair	Calum Jack
Headteacher	Debbie Cousins
Date of previous school inspection	23 May 2011
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