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23 September 2014

Ms D Cousins
Headteacher
Lakeside Primary School
Oakdale Road
Clifton Moor
York
North Yorkshire
YO30 4YL

Dear Ms Cousins

Requires improvement: monitoring inspection visit to Lakeside Primary School, York

Following my visit to your school on 22 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. 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 May 2014. 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:

- shorten the time between implementing planned actions and evaluating their impact and use your evaluation to sharpen the focus of ongoing improvement work
- ensure governors, each half-term, systematically hold leaders to account for the impact of planned actions and for the progress pupils make
- further develop the impact of professional development, so that inconsistencies in the quality of teaching are addressed.

Evidence

During the inspection, meetings were held with you and the assistant headteacher, middle leaders and teachers, the Chair of the Governing Body and one other governor to discuss the action taken since the last inspection. I also met with a representative of the local authority. You accompanied me on a tour of the school in which we visited literacy and numeracy lessons, looked at pupils' books and observed pupils' behaviour and attitudes to learning. I evaluated the school's planning for improvement, pupil progress data and minutes of governing body meetings.

Context

Since the last inspection the assistant headteacher and phase leaders have been allocated some additional leadership time. A number of teachers have begun teaching in different year groups to last year. A new support assistant has been employed. A new Chair of Governors has taken up post and there have been a number of changes to the membership of the governing body. There are two governor vacancies at present.

Main findings

The school was disappointed with the outcome of the last inspection, but morale across the staff is high and everyone is determined the school will become a good school in the next inspection. You have put together plans for improvement which contain appropriate actions, but, in some areas, the timescale for planned checks on the impact of these actions needs to quicken.

Un-validated test results for 2014 show improved achievement in some areas, but the gains made are inconsistent. In particular, those areas that were prioritised by senior leaders last year, show improvement. For example, at Key Stage 2 pupils made better progress in mathematics than in the previous year, but there was no improvement in rates of progress in reading or writing. At Key Stage 1 you have successfully improved outcomes in the Year 1 phonics check and raised standards in mathematics and reading. However, standards in writing have declined. You have also successfully secured good standards in the Early Years Foundation Stage.

Work to improve the impact of marking is underway. You have reviewed and updated the school marking policy. Expectations of how teachers will mark work have been clarified. We sampled a number of books on our tour of the school and it was clear that some teachers are ensuring pupils respond to comments and improve their work. However, this is not yet happening consistently as, in some classes, pupils still do not routinely respond to comments and improve their work. Efforts to improve outcomes for disadvantaged pupils have led to an improvement in their attendance. In addition, the support they receive from a mentor is helping to

accelerate their progress. Gaps between their attainment and their peers narrowed in 2014.

Phase leaders now have more time to concentrate on their leadership responsibilities. They are receiving good support from local authority consultants and you have arranged further opportunities for them to shadow the work of middle leaders in other schools.

The external review of governance has been completed and the governing body has begun to act upon the recommendations. The Chair of Governors has quickly recruited some new members of the governing body who bring appropriate skills and experience. Governors recognise the need to establish a more systematic approach to supporting and challenging senior leaders and plans to do so are being developed.

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 a good working relationship with the headteacher. Support has been provided to write the school's plans for improvement. Literacy and numeracy consultants and an Early Years consultant are providing good support to develop the skills of middle leaders and improve the quality of teaching. In addition, good support is being provided by the Traveller and Ethnic Minority Support Service. The local authority has brokered a partnership with Fishergate Primary School, although it is too early, as yet, to evaluate the impact of this support. Further good collaborative links are well established through the North of York cluster.

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

Yours sincerely

Chris Smith
Her Majesty's Inspector