

Lake View Primary and Nursery School

Rainworth Water Road, Rainworth, Mansfield, NG21 0DU

Inspection dates

3–4 December 2014

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

Summary of key findings for parents and pupils

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

- Weaknesses in some areas of senior leadership have slowed school improvement in teaching and achievement.
- Not all leaders and managers with specific roles and responsibilities have the skills needed to play their part in monitoring and improving teaching.
- Teaching is not consistently effective in ensuring that pupils make good progress and achieve well.
- Teachers' expectations of the progress pupils can make in lessons and those communicated through the marking of pupils' work are not always high enough. Errors in grammar, punctuation and spelling are sometimes not corrected.
- The work teachers set in some lessons is at times too easy or too hard for most pupils. The most-able pupils are not always given demanding tasks that make them think hard enough.
- Pupils do not make good progress in writing and mathematics because they are not given enough opportunity to write extensively in subjects other than English or use their mathematical skills to solve problems.
- The school does not have sufficiently detailed information of children's skills on entry to the Early Years Foundation Stage to measure progress and guide learning.

The school has the following strengths

- The headteacher is working closely with the local authority and others to improve teaching and pupils' achievement.
- The governing body provides the school with good support, challenge and expertise and demands better teaching and achievement.
- Pupils behave well and are kept very safe. Provision for their spiritual, moral, social and cultural development prepares them well for life in modern British democratic society.
- Pupils' early reading skills develop well because phonics (the sounds that letters make) are taught well.

Information about this inspection

- The inspectors observed teaching and learning in 10 lessons. Several lessons were observed jointly with the headteacher.
- The inspectors observed the breakfast club and two assemblies, and made a number of short visits to classrooms.
- Pupils were observed at break and lunchtimes.
- The inspectors held discussions with the headteacher, staff and pupils, and the Chair of the Governing Body.
- A telephone discussion was held with a representative of the local authority.
- Groups of pupils of different ages were heard reading.
- The inspectors took account of the 14 responses to the staff questionnaire and 14 responses to the Ofsted online questionnaire (Parent View).
- Inspectors looked at the school's policies, teachers' plans, samples of pupils' work, school improvement planning and records on behaviour and safety. Inspectors also looked at information on individual pupils' progress and teachers' performance, and records of meetings held by the governing body.

Inspection team

Kenneth Thomas, Lead inspector

Additional Inspector

Timothy McGuire

Additional Inspector

Full report

Information about this school

- This is a below-average sized primary school.
- Most pupils are of White British heritage.
- Children in the Early Years Foundation Stage attend the Nursery part time, for either morning or afternoon sessions, and attend the school full time in the Reception Year.
- The pupil premium, which is additional government funding for particular groups such as pupils known to be eligible for free school meals and those in care, provides support for around three in 10 pupils in the school. This is above the national average.
- The proportion of disabled pupils and those who have special educational needs is about one in 10. This is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast club that is managed by the governing body.
- The headteacher took up her post in April 2012. In addition to her other responsibilities, she is currently managing provision for special educational needs. The leader of the Early Years Foundation Stage has held that position since the start of the current term.

What does the school need to do to improve further?

- Make teaching consistently at least good by ensuring sure that:
 - teachers are more ambitious for the progress all groups of pupils can make in lessons
 - pupils capable of reaching higher levels are given demanding tasks that challenge them to think hard
 - the expectations teachers communicate through the marking of pupils' work are consistently high and that there is thorough correction of grammatical, punctuation and spelling errors.
- Raise achievement in writing and mathematics by:
 - providing pupils with more opportunities to write for different audiences and purposes in a wider range of subjects
 - ensuring greater consistency in the implementation of the school's numeracy policy with regard to problem solving.
- Improve leadership and management by:
 - working with the local authority to resolve the weaknesses in senior leadership as soon as possible
 - making sure that all staff with subject and other leadership roles have the skills needed to identify and tackle weaknesses in teaching in their areas of responsibility.
- Improve provision in the Early Years Foundation Stage by making sure that more detailed assessments of children's skills on entry are used to guide the planning of learning and accurately evaluate children's progress

Inspection judgements

The leadership and management

requires improvement

- Since taking up her appointment, the headteacher has created a school ethos which ensures pupils' good behaviour and keen sense of responsibility. She provides determined leadership and a clear vision for school improvement. However, although there are improvements in teaching, the pace of improvement in both teaching and achievement is too slow, reflecting weaknesses in other areas of senior leadership. With the support of the local authority, the weaknesses in senior leadership are in the process of being overcome.
- The senior leadership team has been restructured and is now a more cohesive unit. Upper and lower school leaders and several other staff have taken on new subject and other leadership roles. While all are keen to support the drive for improvement, not all, as yet, have the skills needed to evaluate accurately the impact of teaching on learning in their areas of responsibility. As a result, they are not yet contributing fully to improving teaching.
- Although school self-evaluation is accurate, the weaknesses in senior leadership affected staff morale and made it difficult to ensure that action to tackle weaknesses was sustained. However, the new leadership team, with good support from the local authority, is successfully raising staff morale and improvements in teaching are more rapid than in the past.
- Teachers' performance is linked to their pay and the targets set for teachers are linked to measurable improvements in pupils' progress. Weaknesses in teaching are being identified and, with good support from a partner school, successful action is being taken to raise achievement. For example, a new programme is ensuring a more effective approach to the teaching of phonics. This change has contributed to improved performance in the Year 1 phonics screening check and an improvement in reading standards in Key Stage 1. Effective actions such as these demonstrate that the school has the capacity to improve.
- Following recent changes in roles and responsibilities, the management of provision for disabled pupils and those with special educational needs is in transition. During this period, the headteacher has temporarily taken responsibility and is ensuring that pupils of all backgrounds, including those who are vulnerable, experience all aspects of school life. Adults are working well together to promote equality of opportunity and eliminate any obstacles to learning and any discrimination.
- Following the removal of National Curriculum levels, the school is collaborating with other local schools to decide on a common approach to assessment. However, it is too soon to measure the effectiveness of the new measures adopted.
- The training of staff in safeguarding and child protection is continually updated. All necessary procedures for keeping pupils safe are followed and pupils are very safe in school.
- The school makes good use of the additional funding received through the pupil premium. Additional staffing and resources are used well to help meet the needs of pupils for whom this funding is intended, especially in literacy and numeracy. The use of this funding has helped to narrow the attainment gap between these pupils and pupils nationally, especially in reading.
- The curriculum has an appropriate emphasis on the development of literacy and numeracy and is enhanced by visits to places of interest and residential experiences for older pupils. Through experiences such as these and assemblies, music, art and the development of pupils' understanding of different cultures, the school promotes pupils' spiritual, moral social and cultural development well. Pupils are prepared well for life in modern Britain.
- The school makes good use of additional primary school sports funding to promote healthy lifestyles and pupils' well-being. The use of specialist coaches and a widening of the clubs and activities the school offers are resulting in an increased number of pupils taking part in sporting activities. Governors ensure

that the funding is being used to good effect.

- The local authority is providing the school with good support, for example, in developing teaching, learning and subject leadership.

■ The governance of the school:

- The school benefits from the support of a strong governing body. Governors are rigorous in evaluating the quality of their own work and the impact they have on the school's performance. They analyse and interpret performance data competently and know how pupils' attainment and progress compare with performance in other schools. Governors are fully aware that weaknesses in senior leadership have slowed school improvement and are working tirelessly with the local authority to address this issue.
- Governors set and review, conscientiously, the headteacher's targets for improving the school. They know what the quality of teaching is and the targets that are set for teachers to improve their work. They apply the link between teachers' pay and pupils' progress. They know how performance management of staff is used and press hard for better teaching.
- The effectiveness of the governing body is enhanced through regular training.
- Financial management is secure and governors are well informed about how the income received through pupil-premium funding is spent and the impact on pupils' progress.
- Governors provide a high level of expertise with regard to child protection and safeguarding, and ensure that all statutory requirements are met.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Pupils' responsible behaviour in lessons and around the school contributes well to the school's calm and purposeful learning environment. Parents and carers, staff and pupils endorse inspection findings that behaviour is typically good.
- All pupils spoken to said that they enjoy being at school. They follow adults' instructions quickly and sensibly. Pupils are enthusiastic in lessons and keen to learn. However, although pupils have positive attitudes to learning, they do not always make sure that the presentation of their work in books is the best they can possibly do.
- Pupils from all social and ethnic backgrounds get on well with each other. They are friendly and show consideration for the needs of others. Because most pupils conform to adults' consistently high expectations of behaviour, exclusions from school are rare.
- Attendance is a little above average and pupils are punctual at the start of the day.

Safety

- The school's work to keep pupils safe and secure is good. Access to the school is secure and all visitors are checked before being allowed to enter. All staff are carefully checked prior to appointment.
- There is a strong emphasis on the safeguarding of pupils from the Early Years Foundation Stage onwards. As a result, pupils feel safe in school and know that adults will look after them well if they have any concerns.
- Pupils understand that there are different kinds of bullying, including physical bullying, cyber-bullying and persistent name-calling. Pupils say that, while there have been occasional instances of bullying and some name-calling in the past, they are not aware of any current issues. They are confident that, were there to be any incidents, these would be quickly dealt with by adults.
- Pupils are well looked after in the breakfast club, where they experience a welcoming, friendly and healthy start to the day.

The quality of teaching**requires improvement**

- Although teaching has improved and, currently, much is good, weaknesses remain which slow pupils' progress. Consequently, teaching does not have the positive impact on pupils' achievement in literacy, reading and mathematics that it should.
- In a few lessons, expectations of the progress pupils can make are too low. Not enough use is made of teachers' knowledge of pupils' abilities in planning learning. As a result, pupils of different abilities are given the same work when not appropriate, and many are not challenged at the right level to promote faster rates of progress, particularly that of the most able.
- In some lessons, teachers do not routinely check pupils' understanding as the lesson develops. As a consequence, in some instances, misunderstandings are not identified and corrected, while at other times pupils are not moved on in their learning quickly enough to complete more demanding tasks.
- In a few mathematics lessons, progress is slowed because pupils are not given enough work that enables them to develop and apply their skills in problem solving. The most able are not always given mathematical work that is demanding enough, and this slows their progress.
- Much has been done to improve the marking of pupils' work and there are examples of effective marking. However, the expectations communicated through marking are not always high enough. Untidy work is at times accepted without challenge and errors in spelling, punctuation and grammar are not systematically corrected so the accuracy of pupils' work does not improve.
- The teaching of phonics is good. All staff have a secure understanding of how phonics is taught and provide pupils with a firm base on which to develop their reading skills. This is reflected in the schools' improving performance in the Year 1 phonics screening check.
- More extensive opportunities are being given for pupils to discuss their work and organise their thoughts before writing. They take up these opportunities well and this practice is helping to raise standards, particularly in Key Stage 2. However, pupils lack opportunities to write enough in subjects other than English so that they reinforce their written skills.
- Physical education and sport are taught well. Specialist physical education teachers and coaches work alongside class teachers and share their specialist skills. This helps to improve teaching and increase pupils' enjoyment of physical activity.
- Pupil premium funding is used well to supplement teaching support and resources for pupils for whom the funding is intended. This action helps to make sure that disadvantaged pupils' progress is at least comparable to that of others in English and mathematics.
- Disabled pupils and those who have special educational needs benefit from well-planned, additional individual and small-group support from teachers and teaching assistants. Together, staff ensure that appropriate work is provided for these pupils and, consequently, they make at least expected progress.

The achievement of pupils**requires improvement**

- Achievement requires improvement because pupils do not make consistently good progress throughout the school, especially in writing. In 2014, the attainment of pupils at the end of Key Stage 2 was broadly average in reading and just below in mathematics, but they did much less well in writing.
- While the proportions of pupils who made the expected rate of progress in reading and mathematics during Key Stage 2 were close to the national figures, the proportions making good progress were below national comparisons. Progress in writing was weak. This was also the case in 2013.
- Recent improvements in teaching are beginning to improve pupils' progress, particularly in writing, where

most pupils are currently making the progress expected. However, not enough pupils make the more rapid progress needed to raise standards quickly.

- Reviews of pupils' work in English, mathematics and other subjects show that the expectations of the progress pupils can make are not consistently high enough and this slows their rates of progress. Progress in writing is slowed because pupils are not given enough opportunity to develop their writing skills in subjects other than English. Progress in mathematics is slowed because, in a few classes, the school's numeracy policy is not being followed consistently. As a result, pupils are not given enough opportunity to apply their basic skills in problem solving.
- The most-able pupils do not consistently achieve as well as they could in reading, writing and mathematics. Too few pupils reach the higher Level 3 or above at the end of Year 2, or Level 5 or above at the end of Year 6. This is because the work they are set in lessons is often not demanding enough. In discussion with inspectors, several of the most-able pupils commented that they found the work that they were doing to be easy.
- Improvements in the teaching of phonics have led to pupils making better progress in reading in Key Stage 1, and a rise in the schools' performance in the Year 1 phonics screening check. In 2014, the proportion of pupils reaching the nationally expected standard rose to be close to the national level.
- The progress of disadvantaged pupils who are eligible for pupil premium funding is generally similar to that of their classmates. In 2014, the attainment of disadvantaged pupils improved to be just ahead of other pupils in school in writing and equal with them in reading, but the gap between these pupils and others in school was slightly wider in mathematics.
- In comparison with all pupils nationally, disadvantaged pupils were one term behind in reading and close to three terms behind in writing and mathematics. The gaps in reading and writing were narrower in 2014 than they were in 2013, but there was no change in the gap in mathematics.
- Disabled pupils and those who have special educational needs make at least expected progress from their differing starting points, because they receive suitable support. The material resources provided are helpful to their learning.
- The additional funding for sport is used well to develop pupils' understanding of the importance of healthy lifestyles and to increase their participation in a much wider range of physical activities. Consequently, their health and physical fitness improve.

The early years provision

requires improvement

- The school does not have accurate assessments of children's skills across the seven areas of learning when they first enter the Nursery and Reception classes. Consequently, it is not possible to assess with accuracy the progress children make from the time they enter the school. The lack of accurate assessments of children's skills on entry also makes it difficult for teachers to plan to meet children's specific learning needs.
- When children leave the Early Years Foundation Stage and enter Year 1, the majority are at the expected level of development for their age. Others attain lower standards in some areas of learning.
- Teachers' expectations of what children can achieve are not high enough and activities are not sufficiently challenging. However, the Early Years Foundation Stage team is working successfully with a partner school to improve outcomes for children.
- The recently appointed leader of the Early Years Foundation Stage is keen to make provision consistently good. She is in the process of developing her expertise with children in this age range, but has not yet had the impact she intends to have on improving their progress and achievement.

- Very good links with parents help the children to feel safe and secure, and staff are vigilant in keeping them safe. The children settle quickly into the school's routines. In both the Nursery and Reception classes, children's personal, social and emotional development is a strength.
- Children respond well to the instructions of teachers. They behave well because this is what adults expect of them and their response is always positive. They learn to share and become confident in talking to others about the things they are doing.
- Children are provided with a variety of activities that capture their interests and help to develop a range of skills. Adults make sure that there is suitable mix of adult-led activities and those that children can choose for themselves.
- Phonics is taught well. As a result, children make good progress in the correct pronunciation of letters and the spelling of simple words.

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	122674
Local authority	Nottinghamshire
Inspection number	449243

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	181
Appropriate authority	The governing body
Chair	Heidi Warnes
Headteacher	Sally Warrington
Date of previous school inspection	28 June 2011
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