

# Lakeside Primary School

Leyland Road, Glascote, Tamworth, B77 2SA

**Inspection dates** 25–26 June 2015

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

## Summary of key findings for parents and pupils

### This is a good school.

- The school has improved because the headteacher and the governing body have focused successfully on raising standards since the previous inspection. As a result, teaching and learning are good and pupils achieve well, whatever their starting points.
- Children make a good start in the school. The proportion of children attaining a good level of development at the end of Reception year is above the national average.
- The progress pupils make between Key Stage 1 and Key Stage 2 has increased markedly since the previous inspection and is now good.
- The school encourages pupils to read regularly in school and at home to develop good reading skills. Any pupils who fall behind are helped to catch up quickly.
- Leaders and managers have made sure that disadvantaged pupils, as well as disabled pupils and those who have special educational needs, make good progress.
- Pupils feel happy and safe at school. Behaviour is good and pupils are polite and friendly. Through activities in lessons and assemblies, pupils have a good knowledge of how to keep themselves safe from harm. The school's work to keep pupils safe is outstanding.
- Leaders, managers and governors check the quality of the school's work regularly and identify where key improvements are needed. This has been particularly effective in driving improvements to teaching and pupils' achievement in reading and writing.

### It is not yet an outstanding school because

- Pupils' progress in mathematics is not always as consistently brisk as in reading and writing in Key Stage 2.
- The most-able pupils are not always set hard enough tasks to do in mathematics.
- Pupils are not given enough opportunities to use and apply mathematical skills to real-life problem solving situations.
- Despite the improvements to writing that have taken place, pupils' spelling skills in some classes are weak. Pupils are not consistently being given opportunities to use writing skills in other subjects in all classes.

## Information about this inspection

- The inspectors observed teaching in all years. They visited 13 lessons and part lessons, five of them jointly with the headteacher.
- The inspectors held informal discussions with groups of pupils. They also held discussions with staff, members of the governing body and a representative of the local authority. The inspectors listened to pupils read, looked at work in pupils' books and examined the school's information showing pupils' progress.
- The inspectors scrutinised a range of documentation provided by the school including action plans, the school's own checks on its performance and the quality of teaching. Records relating to behaviour, attendance and safeguarding were also considered.
- There were 35 responses to the Ofsted online survey, Parent View. The inspectors also spoke informally with parents and took account of the 27 responses to the staff questionnaire.

## Inspection team

David Edwards, Lead inspector

Additional Inspector

David Westall

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-size primary school.
- The proportion of pupils from minority ethnic backgrounds is small, as is the proportion speaking English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is lower than the national average.
- The proportion of disadvantaged pupils who are supported by the pupil premium (additional government funding to give extra support to those known to be eligible for free school meals and to children who are looked after) is above average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school provides full-time early years provision for children in a Reception class.
- More pupils join and leave the school part way through their primary education compared with other schools nationally.
- There is a pre-school nursery on site which is run independently of the school and inspected separately.

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

- Improve the quality of teaching by:
  - ensuring that teachers always have high expectations of what pupils can achieve
  - consistently setting challenging work for pupils, particularly the more able.
- Raise achievement further in English and mathematics by:
  - giving pupil more opportunities to use and apply their mathematical skills to real-life problem-solving situations
  - always ensuring that the most-able mathematicians receive work that challenges them to think more deeply to accelerate their progress
  - presenting pupils with more opportunities to apply their writing skills across different subjects
  - giving pupils more opportunities to practise their spelling skills in different subjects.

## Inspection judgements

### The leadership and management are good

- Strong leadership from the headteacher, working together with senior leaders, managers and governors, has successfully driven improvements since the previous inspection. As a result, the quality of teaching and pupils' academic achievement have improved and are now good. Leaders have successfully maintained pupils' positive attitudes to learning and their good behaviour. They have made sure the whole school community is ambitious to achieve well. In informal discussions and the online survey, parents were confident that the school has improved and that their children achieve well.
- Leaders have successfully raised pupils' aspirations for the future. For example, the Aston Villa led 'Learning for Life' project and close links with local secondary schools all encourage pupils to aim high. Success in sporting competitions and many opportunities in school to develop responsibility all help boost pupils' self-confidence.
- Regular checks on the quality of teaching and clear targets to secure improvements have effectively secured better teaching. Leaders have involved all staff including teaching assistants in specific training, for example, to secure a consistent approach to the teaching of phonics (the sounds that letters make) and early reading and 'nurture' development for pupils.
- Subject leaders have developed their roles in contributing to improving the school since the previous inspection. They check the quality of teaching in their areas of responsibility and have helped to develop the curriculum in reading and writing in particular so that pupils' progress is accelerated. The leadership and management of mathematics have been less effective in driving forward improvements to secure equally rapid improvements in pupils' progress in mathematics. Ensuring greater challenge for the most-able mathematicians and providing more opportunities to use mathematical skills in real-life problem solving have not been fully implemented.
- Leaders use the pupil premium funding carefully to promote equality of opportunity and provide additional sessions in reading, writing and mathematics for eligible pupils. The additional funding is also used to make counselling opportunities available to support pupils' personal and emotional development. As a result, gaps in attainment between pupils eligible for the funding and the others are closing quickly. This demonstrates the school's commitment to equality of opportunity.
- The curriculum is broad and balanced. The Primary Geography Mark, the Information, Communication and Technology Mark accreditation and Eco-Schools awards testify to the wide range of learning opportunities that pupils have. Pupils learn about democracy through elections for key posts of responsibility. Tolerance and mutual respect are strongly developed, for example through celebrating festivals from a wide variety of faiths and cultures, and specialist visitors to the school. All these strengths successfully foster good relations within the school, tackle discrimination and prepare pupils effectively for life in modern Britain. Spiritual, moral, social and cultural development is developed strongly.
- Safeguarding measures are rigorous and organised effectively to make sure that pupils are kept safe. Leaders with specific responsibility for safeguarding make sure that records are maintained carefully and that any issues that may arise are followed up promptly. They make sure that the very best interests of pupils are protected at all times. Staff receive regular training for their roles so that any concerns are dealt with consistently. Leaders and governors regularly check that safeguarding documentation and guidance for staff are up to date and that procedures are followed precisely.
- The local authority has worked with the school since the previous inspection and checked that it has continued to improve the overall effectiveness of its work. The local authority has collaborated with leaders to measure the quality of the school's work and to provide helpful additional support and guidance. They have supported the development of teaching so that it is now good. A recent detailed school review judged the school to be good.
- The primary sports premium funding is used successfully to raise standards and encourage pupils to have

positive attitudes to keeping fit and healthy. Sports clubs before and after school are popular and well attended. Pupils have good opportunities to engage in competitive sports with other schools.

### ■ The governance of the school

- Since the previous inspection, governors have shared the determination of senior leaders, managers and staff to make sure the school improves quickly. They have made sure they attended training to help them in their roles, for example so that they understand the information the school gathers about pupils' academic performance. Members of the governing body visit the school regularly and know how well it performs and the quality of teaching. Governors have a clear understanding of the school's systems to manage performance, reward good teaching and tackle underperformance. They know the targets that staff are set and how these link to salary and teacher progression.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Pupils are polite, friendly and behave well in lessons and around the school. Occasionally in lessons a few pupils lose concentration and their attention wanders but this rarely interrupts learning.
- Older pupils enthusiastically take on a number of roles and responsibilities within the school. For example, Year 6 pupils help in the dining room at lunchtimes. The work of peer mentors help make sure that break-times run smoothly. Older pupils promote reading by hearing the younger ones read at break times.
- Teachers and staff are positive role models and have consistently high expectations of pupils' behaviour. Pupils are clear about the standards of behaviour expected of them and understand and respect the school's behaviour systems. Pupils wear their uniforms smartly and look after the school's resources. They help make sure the school is litter free.
- Pupils have very positive attitudes to learning. They try hard in lessons and teachers reward them with 'golden tickets' for doing well, which they value highly. The good relationships fostered in the school are an important factor in developing the good work ethic in the classes.
- Pupils confirm that behaviour in school is generally good, a view endorsed by parents and staff.

### Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils say they are safe in school and that they are well looked after; a view endorsed by parents. The school's work to raise their awareness of personal safety is very good. Pupils have a good understanding of why they should be careful when using social media sites or playing games on line. They are taught about fire and water safety and 'stranger danger'. The school draws on outside agencies to provide additional expertise in safety when cycling and in road safety.
- Pupils, parents and staff all say that instances of bullying are very rare and they are confident that, when these situations do occur, the staff deal with them quickly and effectively. One parent said, 'The headteacher has a zero tolerance policy to bullying'.
- The attendance of pupils in school is above the national average. The school works hard to maintain this, despite a recent virus which affected pupils in a number of classes, and works closely with parents to ensure that any time off pupils may have is minimised. The high attendance demonstrates that pupils enjoy coming to school.
- The care that the school takes with pupils whose circumstances make them vulnerable is exemplary. The school works closely with outside agencies to support the social, emotional and academic needs of such pupils.

**The quality of teaching is good**

- The quality of teaching has improved since the previous inspection. The impact of consistently good teaching on learning and achievement including in literacy, reading and mathematics is reflected in the good progress pupils make. The teaching of reading is strong and effective. Writing has improved markedly, but weaknesses in the teaching of spelling remain and insufficient opportunities to write in other subjects are holding back further progress. Teaching in mathematics is not always as effective in encouraging pupils to use mathematical skills to solve problems, particularly in Key Stage 2.
- In some classes teachers do not have high enough expectations of what pupils can achieve, particularly in mathematics.
- Very regular phonics teaching in the early years and Key Stage 1, as well as frequent reading in Key Stage 2, is highly successful in promoting pupils' achievement in reading. Leaders have made sure pupils read a wide variety of motivating texts that foster a love of books and positive attitudes to reading. Pupils in Key Stage 2 speak very positively about their favourite authors and the types of books they prefer to read.
- Teachers make sure pupils write often and encourage them to use the features of high-quality prose in their English work. As a result standards in writing have risen.
- When teachers mark pupils' work, typically they make clear what pupils have done well and challenge them to identify where they can improve further. Pupils are given guidance in how to check their work during activities in lessons. This helps them to focus their attention on what they need to include to improve the quality of their work.
- Teaching assistants often make a strong contribution to pupils' learning. They support disabled pupils and those who have special educational needs effectively in literacy and mathematics as well as in improving their speaking and listening skills. Teaching assistants help the small numbers of pupils speaking English as an additional language to build up their spoken English skills quickly.
- The most-able pupils have challenging work to do in reading and writing that helps them to concentrate and think hard. In mathematics, the work teachers set the most-able pupils is not always as consistently demanding to ensure they make swift progress.
- Pupils eligible for pupil premium funding are taught well because they are given specific help to overcome some significant barriers to learning in order to reach their potential.

**The achievement of pupils is good**

- Rates of progress for all groups of pupils have accelerated and, as a result, standards are rising, including in early years. In 2014 more children achieved a good level of development than nationally and were well prepared to enter Year 1. In 2014, at the end of Year 2, standards in teacher assessments were the highest for the last five years and are now in line with the national average. In the Year 1 phonics screening check in 2014, more pupils than the national average reached the expected standard. Despite making slower progress in their learning in the past when they were lower down the school, pupils now in Key Stage 2 make better progress than previously. As a result, pupils' standards at the end of Year 6 in national tests are average and improving quickly. Pupils achieve well.
- A significant number of pupils joined the 2014 Year 6 cohort in the latter part of the key stage. This limited the time available for staff to bring about the desired improvements in pupils' attainment. In the rest of the school all pupils made at least expected progress and much that was better than expected in reading, writing and mathematics.
- Pupils in all classes make good progress in their reading and writing, and develop their literacy skills securely. They make good progress in mathematics. However, progress in mathematics is not always as brisk as in literacy in Key Stage 2 when teaching does not make sure pupils build up their mathematics skills as rapidly. In 2014 pupils made better progress from their starting points in Key Stage 2 than other

pupils nationally.

- Current school data demonstrates the rapid improvement that has taken place. The current Year 6 pupils are making better progress than that expected nationally in reading, writing and mathematics. The proportion of pupils exceeding the expected progress in these subjects is also above the national average for 2014. School records show that it is continuing to rise.
- Disabled pupils and those who have special educational needs make good progress from their starting points. They benefit from well-organised sessions tailored to their specific needs from well-trained teaching assistants and teachers.
- Pupils who join the school part way through their primary education are helped to settle quickly. Other pupils make sure new pupils are welcomed and make friends easily. Additional support helps them make good progress from their starting points.
- In 2014 the attainment of disadvantaged pupils by the end of Year 6 was two terms behind that of their classmates in writing and one term behind in mathematics and reading. Compared to other pupils nationally they were two terms behind them in writing and reading but three terms behind them in mathematics. The school's records of pupils' progress show that disadvantaged pupils currently at the school make rapid progress. They have successfully caught up with the others and consequently, gaps in attainment are closing rapidly.
- The most-able pupils achieve well. They make rapid progress in reading and writing. Their progress is slower in mathematics when they are not challenged with suitably difficult work.

### The early years provision

is good

- Leadership and management of the early years are good. The early years coordinator plans good opportunities for parents to contribute to their children's learning at home. Communication between home and school is good. Parents receive detailed information about the planned learning activities for the term ahead and willingly provide additional resources to complement the school's resources.
- Children's starting points in Reception are generally below those typical for their age. They make rapid progress in their learning and so they are well prepared for their next stage of learning in Year 1. Children of all abilities, including disadvantaged children, make good progress overall. The proportion of children achieving a good level of development was above the national average in 2014. School data and the work that children are doing show children are on track to continue the trend in 2015.
- Much has been done to sharpen the understanding of staff about the provision that young children require. The training on tracking children's progress carefully is providing the class teacher with detailed information about children's achievement on a regular basis. The class teacher uses this information well to plan carefully structured activities that meet children's individual learning needs. This is a key reason why children in the early years are making consistently good progress.
- Daily well-planned teaching sessions are building children's skills in a systematic way. Most children count and recognise numbers to 20 and beyond, and most are using letter sounds in their early reading and writing.
- There is a mix of opportunities to learn both within the classroom and outdoors. The outdoor learning is planned effectively for children to develop and consolidate their skills in interesting ways. Children showed interest and fascination when studying the development of chicks which they had seen grow from incubated eggs.
- Adults ensure that there are good opportunities for children to answer questions and contribute to class discussions. As a result, children's speaking skills are developing strongly. They talk confidently with adults and their friends.

- Children's personal and social skills are good. They behave well, listen attentively, sitting and concentrating for good periods of time. They greatly enjoy their learning. Children get on well together, play fairly, take turns and share. Children are taught in a safe and stimulating environment.



## 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>	124172
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	462556

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	226
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stuart Vale
<b>Headteacher</b>	Kirsty Timms
<b>Date of previous school inspection</b>	4 July 2013
<b>Telephone number</b>	01827 475075
<b>Email address</b>	office@lakeside.staffs.sch.uk

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