

Lakeside Community Primary School

London Road, Alvaston, Derby DE24 8UY

Inspection dates	21–22 October 2015
Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have not been wholly successful in bringing about the necessary improvements since the previous inspection. The school is not improving quickly enough.
- Teachers' expectations of pupils are not always high enough. Teachers do not consistently plan lessons which give pupils sufficient challenge, particularly in writing and mathematics.
- Not enough pupils make the consistently good progress needed in all subjects to enable them to reach the highest standards of which they are capable. This includes boys, the most able and disadvantaged pupils.
- Many governors, including the Chair, are new to their roles and not yet fully effective.
- Marking does not consistently help pupils to improve their work.
- Pupils do not take enough care when writing to make sure that their handwriting is neat and that they spell correctly.
- More opportunities are required for pupils to improve their investigational skills and mental recall in mathematics.
- In the early years in particular, pupils do not develop their speaking and listening skills sufficiently in a variety of situations.
- The early years provision requires improvement because children do not achieve consistently well in all subjects.

The school has the following strengths

- Pupils have positive relationships with their teachers and they behave well. They are polite, well mannered and keen to learn.
- Pupils' personal development and welfare are good. They have positive attitudes to school and each other.
- Parents are happy with the work of the school, especially the way that adults care for pupils and keep them safe.
- Pupils feel secure at school because the staff place their safety at the heart of the school's work.

Full report

What does the school need to do to improve further?

- Increase the rates of pupil progress throughout the school for all groups, but particularly for boys, the most able and disadvantaged pupils by:
 - ensuring that handwriting, spelling, grammar and presentation improve by making this a high priority in all lessons so that pupils get more practice
 - increasing opportunities for pupils to develop their mental recall, undertake mathematical investigations and problem-solving activities
 - enabling pupils to talk with each other in a variety of learning activities, particularly in the early years.
- Improve the quality and consistency of teaching throughout the school, including the early years, so that it is typically good or better by:
 - raising the expectations about what pupils can achieve so that more reach their potential
 - using assessment information more effectively to provide work with the right level of challenge for all pupils
 - ensuring that marking enables pupils to know and understand precisely what they need to do next to improve and time is provided for pupils to act upon it.
- Make sure that leaders at all levels drive forward school improvement by:
 - ensuring that monitoring activity is used effectively to determine whether strategies are having the desired impact on improving teaching and learning and pupil outcomes
 - providing opportunities to share existing good practice with teachers and teaching assistants in the school.

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

Effectiveness of leadership and management requires improvement

- Leadership and management require improvement because not all of the necessary improvements identified at the previous inspection have been made quickly or extensively enough.
- The absence of the Principal and one of the deputy headteachers last year, coupled with frequent changes in the Chair of the Governing Body, has had a detrimental impact on securing sustained improvement.
- Many of the middle leaders are new to the role and the school. They are keen and enthusiastic. They are clear about what needs to be improved and determined to support senior leaders in bringing about the required changes. Although some opportunities have been provided for them to check out what is happening in school and to support teachers, this has not been regular enough. There is some good practice in the school but this is not shared widely enough.
- Checks undertaken by leaders at all levels identify the right priorities and there are appropriate plans in place to tackle weaknesses. The school's improvement plan is extremely detailed and comprehensive, which some governors find overwhelming.
- Leaders are beginning to use information about pupils' progress more effectively to check if they are doing well. However, checks on the use and impact of the pupil premium are not detailed enough to ensure that this funding is providing the necessary support for disadvantaged pupils to make rapid improvement in their achievement. As a result, they are not achieving as well as they could.
- Systems to manage the performance of teachers are in place. Leaders' judgements on teachers' performance are linked to nationally accepted standards. However, until recently, teachers have not been challenged enough to raise expectations about how well pupils should achieve.
- The school has worked hard to revise the curriculum (the topics and subjects taught). Pupils enjoy the projects that the adults plan for them. However, weaknesses in writing and mathematics impede the progress that pupils are able to make. A wide range of extra-curricular activities, including a good range of trips and visitors to school, enhance the curriculum well.
- The school works well with parents and carers. They are invited to share in their child's work. For instance, three Year 4 classes presented an exhibition of their half-term's work on the Romans. This is a regular occurrence and an activity that parents and carers and pupils thoroughly enjoy. One parent said, 'They have been excited about dressing up and showing us their work.'
- School assemblies make a positive contribution to pupils' spiritual, moral, social and cultural development. The school's values and beliefs help to foster good relationships, tolerance and respect. Pupils are adequately prepared for life in modern Britain.
- Leaders ensure that the PE and sport premium for primary schools is used effectively to develop pupils' abilities, increase their participation in PE and promote their well-being. Funding has been used well to increase the range of provision and more pupils are participating as a result. Pupils also enjoy taking part in inter-school sports competitions.
- The local authority is challenging the school to improve at a more intensive and rapid rate. The school is part of the local authority's challenge programme. Appropriate support has been provided by the school's assigned officer to leaders and governors.
- **The governance of the school:**
 - has seen many changes since the last inspection. Many governors are new to the role, including the Chair. They are keen and eager to learn, and they recognise that the quality of teaching and pupils' outcomes are not good enough
 - has received a wide range of training to equip governors for the role. It has also received good support from the local authority's school improvement adviser. The governing body keeps a watchful eye on all aspects of the school's work. Governors now understand that they need to check whether the pupil premium funding is being used effectively to support disadvantaged pupils in their learning, for example
 - receives a range of information from senior leaders and is beginning to ask relevant questions and not take this at face value. Governors are beginning to check things out for themselves, making sure that they understand what it is like for pupils at the school by talking to them and observing them at work and play.
- The arrangements for safeguarding are effective. There is a strong focus on keeping pupils safe. Parents

are kept informed about procedures and express confidence in them. Safeguarding arrangements are monitored closely by the Principal and governors, ensuring the continued safety of pupils.

Quality of teaching, learning and assessment requires improvement

- Teaching is inconsistent across the school. This inhibits pupils from making at least good progress over time in reading, writing and mathematics. The quality of teaching has not improved enough since the last inspection.
- Progress in some classes is slower because teachers do not always provide enough challenge to make sure that pupils of all abilities make rapid progress. Some teachers are providing more demanding work, but this is not always matched appropriately to pupils' needs. Teachers' expectations of pupils' learning and achievement are not always high enough, especially for boys, disadvantaged pupils and the most able.
- Teachers' use of questioning to check pupils' understanding or to move pupils on to more challenging activities varies. In some cases, pupils are given too much time to complete simple tasks. This hinders their progress, especially that of the most-able pupils. In addition, opportunities are missed to develop pupils' thinking and reasoning skills, particularly in mathematics.
- Teachers do not always use the assessments they have made of pupils' work to plan learning activities that are pitched at the right level. Sometimes the work is too demanding and on some occasions it is not challenging enough.
- There are significant gaps in pupils' skills, knowledge and understanding, particularly in mathematics. For example, some Year 6 pupils did not know what an acute or obtuse angle was. Teachers sometimes move pupils on to the next step of learning before pupils have mastered and consolidated the existing level.
- Marking is not always effective in guiding pupils about how to improve their work. As a result, pupils do not always know what they need to do to progress well towards meeting their targets. In addition, pupils in some classes do not always read the teachers' comments and act upon the guidance given.
- The teaching of phonics (the sounds that letters represent) has improved. As a result, pupils are more confident readers and the proportion that reach the standard expected at the Year 1 phonics check has increased and is much closer to the national average. Pupils are increasingly applying their reading skills across all aspects of their learning.
- Relationships between staff and pupils are mostly positive and productive. Where learning is most effective, pupils use a range of resources and are able to develop their skills of independence with proficiency. Teachers work closely with their teaching assistants, who know the pupils well. Teaching assistants make a valuable contribution to the care and development of those in the nurture group and disabled pupils and those who have special educational needs.
- Regular opportunities are provided for parents and carers to meet their child's teachers to discuss the progress being made and help them to understand how well their child is doing. Most parents think that their child is well taught. Inspection findings, however, are that teaching requires improvement.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils develop good levels of confidence and self-esteem. They have good attitudes towards learning and are keen to do well. They know that perseverance and resilience will help them to learn well. They are cared for well.
- Pupils are confident that they are kept safe. They say that worries are dealt with quickly. Parents and carers almost unanimously agree.
- Pupils keenly adopt healthy lifestyles. The many sporting activities are well attended. Certificates adorn the sports noticeboard, celebrating participation in gymnastic, mini-basketball and tag rugby events.
- Pupils take on responsibilities enthusiastically and enjoy contributing to school life. For instance, in an assembly, a child acted out the part of the 'Little Wood Nymph' to illustrate the need for truth and honesty. School councillors have played a good part in improvements over the past two years.

- Pupils' spiritual, moral, social and cultural development and the promotion of British values are threaded throughout all school activities and are supported well. Pupils show kind and caring responses to each other. They are developing understanding of democracy by voting members onto the school council. Pupils are tolerant of the views of others, listening carefully when others are talking and taking good account of their opinions or ideas. However, pupils do not always have sufficient opportunities to talk about and present their work to an audience.
- Pupils say that there is occasional bullying but it is tackled well. Pupils know who to turn to if they have a concern. They are very clear about how to avoid danger when using the internet, recognising that bullying can take many forms.

Behaviour

- The large majority of parents and carers, and most pupils and staff, agree that the behaviour of pupils is good.
- The school is an orderly community because pupils understand the school rules and appreciate their value. Pupils get on well together and take good care of the school site by keeping it tidy and litter free. Pupils have a great deal of pride in their fabulous new school building and their attractive learning environment.
- The school's behaviour management policy is consistently applied. Pupils beam with pleasure at being put on the 'tickled pink' side of the rewards board when they have done something well. This motivates them to try even harder. Good behaviour is celebrated through a range of rewards and a special assembly each week.
- The small number of pupils who exhibit challenging behaviour are well managed by adults. Those pupils in the nurture group who need extra support to help them behave well are very positive about the support they are given.
- Pupils enjoy a wide range and variety of before- and after-school clubs and lunchtime activities that are available to them. Mornings are a hive of activity, with dodgeball, small games and computers just some of the clubs on offer. Pupils say that this is a good way to start the day.
- Pupils enjoy coming to school. Attendance and punctuality have improved significantly since the last inspection. The school promotes good attendance in a variety of ways, such as in assembly and through weekly newsletters. The school administrator meticulously follows up any lateness or absenteeism, and clear steps are taken to ensure pupils attend school regularly.
- Most pupils approach their work with enthusiasm and confidence and try hard to succeed, but they do not always take enough care in their written work. Handwriting, spelling and presentation lack accuracy and precision and some books are marred by untidy crossings out.
- Staff engage well with parents about how well pupils are doing.

Outcomes for pupils

require improvement

- Progress made by pupils in reading, writing and mathematics is not rapid enough to close the gaps in their knowledge, skills and understanding. Although most pupils, including looked after children and disabled pupils and those with special educational needs, make expected progress from their different starting points, this is not sufficient to narrow the gap to ensure that pupils achieve the standards expected for their age. A legacy of weaker teaching had a negative impact on outcomes, but this is now being addressed.
- Attainment in the national tests at the end of Year 6 in 2015 was below average in reading, writing and mathematics, following improvement in the previous year. A range of unique circumstances contributed to this. This year group had a higher than average proportion of pupils with special educational needs and a significant number of pupils joined the school late in their educational career, including some entering the nurture unit. Those pupils who attended the school for a longer period of time made better progress.
- There is a trend of improvement from the early years into Key Stage 1 in reading, writing and mathematics which is beginning to thread through into Key Stage 2. Teacher assessments in 2015 showed that outcomes were broadly average at the end of Year 2 in reading, writing and mathematics and improved attainment for disadvantaged pupils.
- Current pupils are set challenging targets, but activities and work provided do not always stretch them sufficiently to enable them to reach the expected attainment for their age. The most-able pupils are not

always presented with tasks that allow them to deepen their knowledge, understanding and skills. For example, in science and topic, some of the most-able pupils are provided with work that is similar to that of other pupils; this does not extend or challenge them sufficiently.

- Progress for disadvantaged pupils is variable across the school. Most are making expected progress from their starting points, but this varies from class to class. Disadvantaged pupils in some classes are making better progress. School tracking information shows that gaps are beginning to narrow, but by the end of Key Stage 2 the attainment of disadvantaged pupils is below that of other pupils nationally.
- A wide range of support and intervention is provided for disabled pupils and those with special educational needs and pupils in the nurture group. Adults are deployed well and this is helping pupils in these groups to make at least expected progress.
- There is variability in the quality of writing. Pupils are being provided with increased opportunities to write at length and to apply their skills in other subjects, but inaccurate spelling, poor grammar, ill-formed handwriting and careless presentation impede the progress of pupils in some classes. Pupils are being given some opportunities to edit work, which is beginning to have an impact, but boys' progress still lags behind that of girls.
- There are insufficient opportunities for pupils to undertake investigative tasks, solve problems and develop their mental recall in mathematics. As a result, the depth of some pupils' knowledge is insecure. Increased opportunities are provided to apply mathematical skills in other subjects, for example using graphs to display results in science investigations.
- Pupils make expected progress in a variety of other subjects, such as history, geography and science. In PE, pupils make good progress in some lessons because they have pace, engage pupils, build on prior learning and the teacher models key skills well.

Early years provision

requires improvement

- The early years provision requires improvement because leaders do not ensure that all children achieve consistently well in all areas of learning. The provision has received good support from a local outstanding nursery, but this has yet to see its full impact.
- Children make good progress in the Nursery from their starting points in all areas of learning. Assessments show that writing and speaking are the weakest areas, particularly for boys, when children join the Nursery.
- Leaders have implemented a range of actions to improve speaking and writing, such as using assessments more effectively to target specific children and improving the curriculum to provide more opportunities for children to speak and write. These are beginning to have a positive impact, but further work is required.
- Children enjoy the range of opportunities to vary their activities, working productively both indoors and outdoors. Most children maintain their concentration when they are completing their tasks, although boys do not always persevere and sometimes move from activity to activity.
- Children continue to make good progress in many areas in Reception as a result of good teaching and activities that are matched to their needs. In 2015, children left Reception with skills and knowledge that were above those found nationally and were well prepared for Year 1 in all areas except writing.
- Children's behaviour is good. They learn to play and work together happily, although they do not always listen carefully to each other. When provided with the opportunity to choose, children tend to select particular activities. For instance, boys opt to build and construct while girls paint, write or use jigsaws.
- The learning environment is bright and stimulating and used effectively to support learning. Children are kept safe and secure because staff ensure that they are well cared for at all times.
- Staff work closely with parents and carers, who are pleased with the way children settle in to school life. They responded well to the most recent end-of-year survey, feeling that staff were helpful and children's progress was good.

School details

Unique reference number	112738
Local authority	Derby
Inspection number	10001866

This inspection 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	626
Appropriate authority	The governing body
Chair	John Cornall
Principal	Simon Emsley
Telephone number	01332 571485
Website	www.lakeside.derby.sch.uk
Email address	head@lakeside.derby.sch.uk
Date of previous inspection	17–18 September 2013

Information about this school

- This is a larger than averaged-sized primary school which is increasing to three forms of entry.
- The majority of pupils are from White British backgrounds.
- The proportion of pupils with special educational needs support is broadly average, but the proportion with a statement of educational need or education health and care plan is above average.
- The school has a specially resourced provision for pupils with special educational needs, specifically behavioural and emotional needs. This is called the nurture group.
- The proportion of pupils supported by the pupil premium is above average. This is additional government funding provided to give extra support to looked after children and those pupils known to be eligible for free school meals.
- Many more pupils join the school at times other than the usual starting points.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs before- and after-school clubs.

Information about this inspection

- The inspectors observed pupils' learning in 26 lessons, nine of which were observed jointly with the Principal or one of the deputy headteachers. In addition, the inspectors made some short visits to observe learning at other times.
- Discussions were held with pupils, staff, a representative from the local authority and members of the governing body.
- The inspectors took account of the views of 23 parents and carers who responded to Ofsted's online questionnaire, Parent View. They took account of six responses that were made online. Inspectors also talked with parents and carers at the start of the school day and at the Roman exhibition.
- The inspectors heard pupils read and looked at a number of documents, including: the school's own information about pupils' learning and progress; planning and monitoring documents; the school development plan; records relating to behaviour and attendance; safeguarding information; and health and safety documentation.
- The inspectors analysed responses to an inspection questionnaire from 48 members of staff.

Inspection team

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Philip Unsworth	Ofsted Inspector

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