

Lakeside Primary School

Hatherley Road, Cheltenham, Gloucestershire GL51 6HR

Inspection dates

12–13 October 2017

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders, including governors, have an over-generous view of the school’s effectiveness. There has been a decline in the performance of the school since the previous inspection.
- Many governors are new to post. They are yet to receive the training or development needed in order to hold leaders firmly to account for the quality of education that pupils receive.
- Leaders do not regularly check and evaluate the progress of all groups of pupils to ensure that they make the best possible progress.
- Pupils, particularly the most able, do not make the progress of which they are capable. This is because teachers’ expectations of what pupils can achieve are not high enough.
- Vulnerable pupils do not achieve as well as they could, particularly in writing. They are not provided with learning activities to help them quickly catch up with their peers.
- Work set for pupils is not sufficiently matched to their abilities. Sometimes, work planned is either too easy or too hard.
- Some pupils do not understand what they need to do to improve their learning.
- Leaders do not have a sufficiently clear oversight of early years. As a result, their view of the quality of early years provision is over-generous.
- Staff morale is low. Staff feel that they have had insufficient support from leaders to improve their practice.
- Although statutory requirements for safeguarding are met, record-keeping is not meticulous enough. In some cases, it is not sufficiently clear how quickly or thoroughly concerns are followed up.
- While many parents are happy with the quality of education that their children receive, some parents expressed concerns about the progress their children are making.

The school has the following strengths

- The behaviour of pupils is good. They are well mannered, courteous and polite.
- There is some effective teaching in the school, and some pupils make improved progress.
- Relationships between teachers and pupils are strong. As a result, pupils enjoy coming to school, which is reflected in their regular attendance.
- The curriculum is varied and excites pupils.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - safeguarding records are clear in stating how actions taken keep pupils safe
 - leaders' monitoring of teaching and learning includes a clear focus on the outcomes for different groups of pupils, especially the most able and vulnerable pupils
 - development plans state precisely how and when leaders, including governors, will check that actions taken are improving outcomes for pupils
 - staff have access to a structured programme of training to develop their practice
 - pupils in key stage 1 have a greater understanding of what it is like to live in modern Britain
 - governors carry out their roles and responsibilities to quickly improve the quality of education that pupils receive.
- Improve pupils' achievement by ensuring that all groups of pupils make good progress, as a result of teaching that:
 - regularly checks what pupils know and can do to inform planning so that activities precisely meet the needs of pupils
 - consistently provides the highest levels of challenge to enable pupils, especially the most able, to make good progress
 - quickly closes any remaining gaps in pupils' achievement, especially between those of disadvantaged pupils and their peers
 - ensures that vulnerable groups (disadvantaged pupils and those who have special educational needs and/or disabilities) receive effective support to meet their individual needs
 - provides pupils with support and guidance that enables them to understand fully how they can improve their learning
 - deploys teaching assistants more effectively to support pupils' learning.

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

- Leaders, including governors, have an over-generous view of the school's effectiveness, including the quality of teaching, learning and assessment and pupils' outcomes. Monitoring does not focus sufficiently on the impact that teaching has on pupils' achievement. This is particularly so for vulnerable pupils and those who are the most able.
- The school's development plan does not identify precisely enough the actions that leaders need to take to tackle weaknesses and quickly improve pupils' achievement. It lacks clarity as to how checks will be made, who will do this and when. As a result, it is difficult for those monitoring the success of the plan to check whether actions taken are successful in raising standards.
- Procedures to check the performance of staff are not securely in place. For example, not all staff have up-to-date job descriptions or know how effective their performance is in raising pupils' achievement. When targets are set, they are not focused well enough on what improvements leaders expect to see in pupils' outcomes, particularly those of vulnerable groups and the most able pupils.
- The tracking of pupils' progress lacks precision. The rationale for the spending of additional funding to support disadvantaged pupils and those who have special educational needs and/or disabilities is unclear. Consequently, these pupils are not catching up with their peers quickly enough in reading, writing or mathematics.
- Spiritual, moral, social and cultural education is broad. Pupils' understanding is well developed by learning about how different countries, environments and peoples behave. The school's 'echo programme' and the 'Happy Africa Club', a charity that the school supports, enhance their knowledge and understanding of the world about them. However, in key stage 1, pupils' understanding of fundamental British values is not well developed. Although they can name the values such as democracy, individual liberty and respect, they are unsure of what it means to live in modern Britain, for example, how the voting system works and the impact this has on their lives.
- The school's curriculum is exciting. Leaders ably balance the requirements of the national curriculum with the pupils' interests. Cross-curricular topics are well chosen to motivate and engage pupils. For example, in Year 4, pupils are exploring local parks before they design their own. In Year 5, pupils are learning about the theatre and the legacy of William Shakespeare. As a result, pupils typically enjoy their learning.
- Pupils' learning experiences are enhanced by the wider curriculum. Pupils spoke with enthusiasm about the clubs they have the opportunity to attend, which include ukulele, art and cookery.
- The school makes effective use of the additional funding for physical education and sport. Pupils have access to a good range of opportunities, which include tag rugby, jiu-jitsu, football and cross country. These provide pupils with the opportunity to take part in team sports and develop social skills while increasing their levels of fitness.
- Most parents who spoke to inspectors, or who responded to the online 'Parent View' questionnaire are happy with the quality of education and care that their children

receive. They describe how their children are safe, well cared for and looked after by staff. For example, they are confident that site security ensures that their children are kept safe. However, some raised concerns about the progress their children make, especially parents of the most able pupils.

Governance of the school

- There has been a significant turnover of governors since the previous inspection. Most governors are new to their role. They have a wide range of skills and expertise but are yet to receive the necessary training in order to carry out their roles and responsibilities effectively. Governors have an understanding of the strengths and weaknesses of the school and ask challenging questions about the school's performance, but this is not sufficiently strong. Therefore, leaders are not held sufficiently to account to ensure that the school provides a good standard of education.
- Governors do not routinely check that the performance management of staff has been completed and job descriptions secured. Consequently, staff do not have the professional development and training to secure consistently good progress for pupils.
- Governors understand the need to recruit staff safely. Systems are securely in place to ensure that all checks are made prior to staff starting in post, to keep pupils safe.

Safeguarding

- The arrangements for safeguarding are effective. Staff receive high-quality training on all aspects of safeguarding, which include child sexual exploitation, female genital mutilation and radicalisation and extremism. As a result, staff are confident about the actions to take should they have any concerns about a pupil. Staff and governors have a good understanding of the need to protect pupils from all possible risks. However, some records do not demonstrate well enough how actions taken have reduced risk to pupils.
- The school's site is a safe environment for pupils. External doors and gates are secure so that people who visit the school are appropriately managed. This allows pupils to move freely around the school site and to feel safe.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching and use of assessment by teachers to ensure that pupils learn effectively are not consistently good. Consequently, pupils are not learning as much as they are capable of. This is especially so for the most able pupils, particularly in their writing.
- Pupils' books show variability in teachers' expectations, particularly in writing and mathematics. For example, the most able pupils demonstrate their true potential in some pieces of work, but this is not sustained to allow them to make the best progress.
- Disadvantaged pupils and those who have special educational needs and/or disabilities are not consistently provided with activities which precisely meet their needs. As a

result, their progress stalls and they are not catching up quickly enough with their peers.

- The school tracks and records pupils' achievement and progress. However, this information is not being used well enough to ensure that pupils make the best possible progress especially in writing.
- When teachers check pupils' understanding, they do not consistently pick up mistakes and misconceptions. For example, pupils in Year 1 are not able to correctly identify coinage in their mathematics. Pupils do not consistently form letters correctly, and this is not being tackled quickly enough by teachers. Consequently, some pupils continue to repeat the same mistakes in their work.
- Teaching assistants are not consistently well deployed to support pupils in their learning. Where there is effective practice, teaching assistants understand the needs of pupils, contribute effectively and make a positive difference to pupils' success. However, there are occasions when teaching assistants are not sufficiently involved in supporting the achievement of pupils during lessons.
- Increased monitoring, training and guidance by phase leaders are having a positive impact on the quality of teaching. For example, teachers now make good use of questioning to probe and challenge pupils' thinking and deepen their understanding.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development requires improvement. Although policies and procedures are in place, these are not sufficiently monitored to ensure that they remain effective. For example, reporting procedures for vulnerable pupils have not been checked carefully enough. Therefore, this process is not as strong or as effective as it needs to be.
- Most pupils are developing their understanding of what it means to be an effective learner. However, when the needs of some pupils are not met closely enough, they become restless and drift in their learning, going off task. This is particularly the case for the most able pupils.
- Pupils reported that they feel safe in school and know that if they have any worries or are upset they can talk to a grown up. They told inspectors, 'Adults help us sort out any issues we might have.'
- Pupils have a secure understanding of how to keep safe, especially in the use of electronic devices. For example, they know the importance of not passing on personal information when using the internet.
- Relationships between staff and pupils are strong. These positive relationships are built on trust and mutual respect. Pupils are appreciative of all that staff do for them. Pupils explained to inspectors, 'We've got good teachers that help us.'
- Pupils speak openly about the support that they are given to ensure that they maintain good mental health. The implementation of the 'Relax Kids' programme has a positive impact on pupils as it helps them to successfully find ways of dealing with their

emotions. As a result, pupils are able to enjoy school. This is reflected in their regular attendance. Attendance of all groups of pupils has risen as a result of careful monitoring and actions by leaders.

Behaviour

- The behaviour of pupils is good. Pupils have a good understanding of what is acceptable behaviour. They clearly understand the differences between right and wrong. For example, they know that bad language should not be tolerated.
- Pupils are well mannered, polite and courteous. This was shown many times during the inspection when pupils made inspectors feel welcome and held doors for others to pass through.
- Pupils typically behave well in lessons. They respond quickly to teachers' instructions and try their best to work hard. The majority of pupils are motivated to learn by the exciting activities planned for them.
- Pupils behave well as they move around the school site. Playtimes and lunchtime activities are well organised and purposeful. Pupils manage their behaviour well during these times.
- Pupils said that any incidents of bullying are rare and when it happens it is quickly tackled by staff.
- Sometimes a few pupils are not sufficiently motivated or challenged by their work. When this happens, they do not work as hard as they could.

Outcomes for pupils

Requires improvement

- Current progress information indicates that pupils are not making consistently good progress, especially in writing. Work in books viewed during the inspection supported this information.
- The number of pupils meeting the required standard for the phonic screening test over time is variable. Currently, outcomes are in line with the national average. Year 1 pupils' progress is carefully checked to ensure that pupils at risk of falling behind are quickly identified. Intervention is then put in place for them to quickly catch up. Consequently, teachers anticipate an improvement in 2018 after a slight dip in 2017.
- Pupils do not make good progress in their writing. Current workbooks, along with some viewed from the previous year, show that pupils are not able to use their knowledge and skills to write well enough or at length in English, and across other subjects.
- In mathematics, the provisional outcomes for 2017 indicate that the progress pupils make is in line with the national average at the end of key stage 2. Current pupils' work shows that progress is variable across year groups and classes. There is evidence of a greater emphasis on pupils using and applying their mathematical skills to solve different problems. For example, in lower key stage 2, pupils were able to explain and justify their calculations in fractions with confidence. However, this is not consistent across the school.

- Pupils who are disadvantaged or who have special educational needs and/or disabilities do not consistently make good progress in their learning. This is because leaders do not carefully monitor the achievement of these pupils. Interventions are in place but these are not rigorously checked to ensure that they are having the required impact.
- The most able pupils are not achieving well enough. Not enough pupils are making the best possible progress in reading, writing or mathematics. This is because the activities that teachers plan do not sufficiently challenge or make pupils think deeply about their learning. For example, in mathematics there is not sufficient opportunity for pupils to work at greater depth.
- A small proportion of the parents who spoke to inspectors, or responded to the Ofsted online parent questionnaire, feel that their children are not making the progress they are capable of. Inspection evidence concurs with this view. Progress is not good for some groups of pupils and in some subjects.
- Pupils enjoy reading. They are encouraged to read widely and often. They develop strong skills and pupils read to inspectors with confidence and style. As a result, 2017 outcomes at key stage 2 show an increased number of pupils achieving the expected level, and at greater depth, in their reading. This is expected to be above the national averages with progress in line with the national average.

Early years provision

Requires improvement

- The early years provision requires improvement, as children do not make consistently good rates of progress, particularly disadvantaged children and children who have special educational needs and/or disabilities. This is because there are inconsistencies in the quality of teaching.
- The skills, particularly in reading, writing and number, of children starting in the early years provision vary in each cohort. Careful analysis by the early years leader shows a year-on-year drop in the skills that children have as they enter the school.
- The behaviour of children is good. They respond well to instructions from adults, who have high expectations of them. Children are keen to learn and have quickly acquired positive learning behaviours.
- Safeguarding procedures are effective, and welfare requirements in the early years are fully met.
- The early years leader has accurately identified the strengths and weaknesses in the early years provision. High-quality plans are in place to ensure that current children in the Reception classes make consistently good progress have all the skills they need to successfully move into Year 1.
- The leader for early years has been in post since September 2016. She is unrelenting in her drive for excellence. She carefully analyses information on what children can and cannot do to ensure that planned provision effectively meets their needs. For example, she has quickly identified that language and communication are an area that needs improvement. However, the changes she is making are in their early stages of development and are not yet fully embedded.

School details

Unique reference number	115594
Local authority	Gloucestershire
Inspection number	10037015

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	508
Appropriate authority	The governing body
Chair	David Young
Headteacher	Hayley Hutchison
Telephone number	01242 524756
Website	www.lakesidechelt.co.uk
Email address	admin@lakeside.gloucs.sch.uk
Date of previous inspection	20– 21 March 2013

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Lakeside Primary School is much larger than the average-sized primary school. The number of pupils on the school roll has significantly increased since the previous inspection.
- Since the previous inspection in 2013, there have been a significant number of changes to staff and governors.
- The majority of pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium is below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is below

the national average.

- The school meets the government's current floor targets, which set minimum expectations for progress and attainment.

Information about this inspection

- Inspectors conducted joint observations of learning with leaders across a range of classes and subjects.
- Meetings were held with leaders, staff and governors. A meeting was held with an education adviser from the local authority.
- A wide range of documentation was scrutinised during the inspection, including the school's evaluation of its own performance and data relating to pupils' attainment and progress. Inspectors also checked the effectiveness of the school's safeguarding arrangements and attendance information.
- The inspection team scrutinised the quality of pupils' work over time.
- Inspectors talked with groups of pupils to seek their views about the school. The views of other pupils were gathered during lessons, playtimes and lunchtimes. Inspectors considered the 106 responses to the pupil survey.
- Inspectors listened to pupils read.
- The inspectors took account of the 45 responses from staff questionnaires. They also considered the 121 responses to Ofsted's online survey, Parent View and the 113 free text messages. Inspectors spoke to parents informally at the start of the day and considered additional correspondence received during the inspection. In addition, phone calls were held with some parents.

Inspection team

Jen Southall, lead inspector	Her Majesty's Inspector
Aaron Griffiths	Ofsted Inspector
Andrew Brown	Ofsted Inspector
Nicola Berry	Ofsted Inspector
Paul Smith	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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