

Lakeside Community Primary School

Inspection report

Unique Reference Number	112738
Local Authority	City of Derby LA
Inspection number	310991
Inspection dates	27–28 November 2007
Reporting inspector	Michael Best

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 on roll	
School	409
Appropriate authority	The governing body
Chair	Mr Paul Mole
Headteacher	Mr Simon Emsley
Date of previous school inspection	18 April 2005
School address	London Road Derby DE24 8UZ
Telephone number	01332 571485
Fax number	01332 573036

Age group	3–11
Inspection dates	27–28 November 2007
Inspection number	310991

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Lakeside is larger than most primary schools. It was formed in 2004 by the amalgamation of an infant school and primary school but these remained on separate sites until staff and pupils moved into a new, purpose-built school in September 2006. When children start in the Nursery, their skills and experiences are well below those expected for their age in all areas of learning and are particularly low in communication, language and literacy.

The number of pupils joining the school other than at the usual times is significantly higher than found in most schools, particularly in Key Stage 2. The proportion of pupils entitled to free school meals is above average. The school offers a range of extended services, including before and after school care.

The proportion of pupils with learning difficulties and/or disabilities is well above average but fewer than average have statements of their special educational need. The school hosts a unit for pupils aged from 7 to 11 from across the city whose more complex learning and emotional needs require specialist support.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is an effective and improving school which enables pupils to achieve well in a calm and supportive atmosphere. Parents say that the school provides well for their children. The quality of teaching and learning is good. Much has been accomplished since staff and pupils moved into the new school, although this has yet to fully impact on pupils' standards at the end of Years 2 and 6. Improvements in the quality and effectiveness of procedures to monitor pupils' progress as they move through the school have been pivotal in raising pupils' achievement. This is because teachers, in planning their lessons, now have a much more accurate understanding of what pupils need to do to improve.

The Foundation Stage provides children with a good start to their education. However, when they move to Year 1, many pupils are still working towards the goals expected of five-year-olds. Pupils make good progress as they move through Key Stages 1 and 2, and despite high levels of mobility, reach broadly average standards at the end of Year 6. However, standards of writing in English, and in writing in other areas of the curriculum, lag behind other subjects, particularly for boys.

Pupils' personal development is good. The good quality care, support and guidance the school gives all its pupils helps them to develop confidence and experience success as learners. Pupils know what they need to do to improve. Pupils in the nurture unit take a full part in all school activities. They are well taught and make good progress in their social and academic development. The school provides a good range of learning opportunities in lessons and out of school. Pupils enjoy school and have positive attitudes to work and play. They behave well in lessons and around the school, and have a good understanding of how to stay safe. The school has rigorous procedures for safeguarding pupils and has good links with other schools and outside agencies.

Good leadership and management lie at the heart of what has been achieved since the last inspection. The headteacher is an inspirational leader whose skills and vision have been instrumental in securing the new premises and bringing together pupils, staff and parents under one roof. In setting challenging targets for staff and pupils, the headteacher and governors demonstrate that they have an accurate picture of the school's effectiveness, and are clearly focused on enabling pupils to achieve their best. Subject leaders and other managers share the headteacher's clear vision for the future development of the school. As a result of good quality training from the local authority, staff are becoming more involved in systematically monitoring provision and standards but this has yet to be reflected in more rigorous self-evaluation, especially by subject leaders. Consequently, the school's capacity for improvement is satisfactory. The governing body is well led, works actively alongside staff and meets its statutory duties effectively. The school provides good value for money.

Effectiveness of the Foundation Stage

Grade: 2

Good quality teaching and learning enable children in the Foundation Stage to make good progress. Staff make good use of the indoor and outdoor areas to provide children with a wide range of activities. There is a good balance between adult-led and child-chosen activities, although occasionally children spend too long at one activity. Leadership and management are

effective. Staff make regular checks on children's progress and maintain good links with parents and carers.

What the school should do to improve further

- Increase pupils' achievement in writing in English and in other subjects, especially for boys.
- Develop the role of subject leaders and other managers in rigorously monitoring and evaluating the school's provision and standards.

Achievement and standards

Grade: 2

Analysis of results, taking into account factors such as the mobility of pupils and the amalgamation, confirms that pupils are making good progress, including those who find learning difficult. Standards at the end of Year 2 are below average. In reading and writing girls reach higher standards than boys and in mathematics they reach similar standards. At the end of Year 6, standards are broadly average. They are better in science, where there is a strong emphasis on practical work, than in mathematics and English. Writing standards, particularly for boys, are weaker than in reading. The trends in results in English and mathematics show improvement since the previous inspection. Although boys are not doing as well as girls in English, boys and girls reach similar standards in mathematics and science.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Through school assemblies and a good programme for personal, social and health education and citizenship, pupils are developing a good understanding and awareness of moral and social issues, and a growing understanding of spiritual and cultural traditions. Pupils behave well both in lessons and around school. They are pleased that the introduction of 'playtime pals' means that no one is lonely or upset. Pupils report that incidents of poor behaviour are rare and they trust the staff to deal promptly with any problems that might occur. Whilst attendance is satisfactory, absence largely relates to holidays taken in school time and the school is doing all that it can reduce this. Pupils have a good understanding of how to keep fit and healthy, and enjoy taking part in a range of physical activities in lessons and after school. They make a satisfactory contribution to the community. Pupils have participated in decisions about the new school uniform and suggested improvements to the school's playground equipment but have limited involvement in the wider community. Pupils' interest in learning and their skills in literacy and numeracy prepare them satisfactorily for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Good working relationships between staff and pupils successfully support pupils' independent and group learning. Pupils have positive attitudes to learning and are attentive and eager to succeed. Good support for pupils who find learning difficult helps them to make good progress towards their individual targets. Lessons are well planned and resourced to meet the wide range of pupils' needs, and staff take good account of the different ways in which pupils learn. They

make effective use of the interactive whiteboards to support their teaching and to bring learning alive with charts, diagrams, pictures and sound. Where teaching is outstanding, there is an atmosphere of high expectation in which pupils show exceptional enjoyment, are fully engaged with their learning and make very good progress. Teachers use information from their regular checks on pupils' progress to agree appropriate and challenging targets, and these are shared with parents. Pupils know what they need to do to improve, and are beginning to assess their own work and that of others. Teachers' marking of pupils' work is regular and accurate, and informs pupils of what they need to do next. However, their expectations of pupils' handwriting and presentation are not consistent.

Curriculum and other activities

Grade: 2

The school provides pupils with good access to a wide range of subjects. There is appropriate emphasis on English and mathematics, and a good range of programmes to support those pupils who need additional help. Shortcomings in the music curriculum, identified in the previous inspection, have been addressed and pupils have opportunities to learn to play a wide range of musical instruments. Information and communication technology (ICT) is used well to develop links between subjects and the school has rightly identified the need to extend these further through more opportunities for writing. There are good facilities for physical education and the timetable provides regular opportunities for pupils to take exercise. The school makes learning interesting and enjoyable by inviting a good range of visitors into school, including theatre groups, the local clergy and Imam, and arranges day and residential visits, such as the Year 4 visit to Ravenstor.

Care, guidance and support

Grade: 2

The pastoral care and support given to pupils are strong. Pupils say they can readily go to an adult for advice and help if problems arise. Procedures for health and safety, risk assessments and child protection are secure. The school has very effective arrangements to manage pupils' behaviour. A good programme for personal, social and health education ensures that pupils know how to stay safe and be healthy. The school provides good support for vulnerable pupils. There are good links with outside agencies. The school has developed good procedures to assess and monitor pupils' academic progress. These identify pupils with learning difficulties as early as possible and help staff to set class and individual targets. Some pupils cannot recall their targets because the wording is too difficult.

Leadership and management

Grade: 2

The headteacher has the enthusiastic support of a committed and hardworking staff team and, together, they are successfully moving the school forward. The adoption of a new computerised system for tracking pupils' progress is central to the staff's efforts to raise standards for all pupils. The information available provides subject leaders and senior management with clear benchmarks for setting challenging targets and monitoring the impact of teaching and learning on pupils' progress. At present, self-evaluation is satisfactory because monitoring and analysis by staff at different management levels is not sufficiently and consistently rigorous.

Good checks on the accuracy of teachers' assessments are helping staff to maintain the pace of pupils' learning as they move from Years 2 to 3. Year 1 staff are working increasingly closely with colleagues in the Foundation Stage to achieve similar goals. The provision for pupils with learning difficulties and/or disabilities is well led and the management of vulnerable pupils is good. Members of the governing body are linked with subject leaders and have access to increasingly reliable information to help them call the school to account.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

30 November 2007

Dear Pupils

Inspection of Lakeside Community Primary School, Derby, DE24 8UZ

Thank you very much for making us welcome when we visited your school earlier this week. We really enjoyed hearing from you about your new school and seeing the work you are doing. We think you have some super facilities and we are delighted that you are so proud of your school. You and the staff get on well together, and they take good care of you. They make your lessons interesting, and you work hard and make good progress. Some of you find learning difficult, but with help, you do well. That's great. Your behaviour is good and you know how to keep safe. We are pleased to hear that you know how to keep healthy and that you enjoy keeping fit.

When we visited your classes and looked at your work, we noticed that many of you do not do as well in writing as you do in reading, numeracy and science. This is especially true of the boys. We are pleased to see that your teachers are giving you lots of encouragement and help to improve your writing. We think that this is very important so we are asking them to make this a priority. We also suggest that you have plenty of opportunities to improve your writing in other subjects such as history, geography and science.

Now that you are all together in one school, it is important that your teachers, as well as your headteacher, keep a close eye on how well you all are getting on. This will help them make sure that everyone is doing the right things to help you improve. We want them to be more involved in making regular checks and using the information they collect to plan for the future.

You have already done a great deal to make Lakeside a good school and we are confident that the headteacher and staff can rely on you to help them make it even better. Keep working hard and enjoying school.

Yours truly

Mike Best

Lead inspector