

Lakeside Primary School

Inspection report

Unique Reference Number	124172
Local Authority	Staffordshire
Inspection number	314830
Inspection dates	15–16 April 2008
Reporting inspector	John Eadie

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	4–11
Gender of pupils	Mixed
Number on roll	
School	252
Appropriate authority	The governing body
Chair	Nigel Brindley
Headteacher	Keith Stansbie
Date of previous school inspection	15 March 2004
School address	Leyland Road Glascote Tamworth B77 2SA
Telephone number	01827 475075
Fax number	01827 475075

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Lakeside Primary School is a little larger than average and serves an area of mixed housing where there are some pockets of social and economic disadvantage. Almost all pupils are from White British backgrounds. The headteacher has been in post since January 2008 and there is currently an acting deputy headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school is providing a satisfactory education for its pupils. Leaders and managers realised more than a year ago that many pupils were underachieving. Assistance from the local authority (LA) was called in. Successful strategies were put in place and considerable improvements have taken place. The dynamic new senior leadership team has continued to drive the school forward. Pupils' progress has improved and their achievement is now satisfactory. Children generally enter the school with levels of skills and knowledge that are well below those expected. They make good progress in the Reception class but are still working at below average standards by the time they start in Year 1. Pupils make satisfactory progress through the rest of the school although standards are below average by the time they leave. A weakness in pupils' standards is that many have poor speech and language, and their basic skills of spelling, punctuation and number are not developed early enough, for example, in Years 1 and 2.

The school has a long-held and well-deserved reputation for caring for pupils and creating a safe and happy environment. This results in pupils developing well into responsible and considerate young people who behave well. Parents say such things as, 'When you come into school, you feel a warm, friendly atmosphere; children are very happy.' All staff display a very sensitive attitude and pupils consequently feel safe and enjoy their time at school. As one parent typically said, 'Our child enjoys school and wants to go back before the end of each holiday.' Academic guidance and support are being improved successfully to match the quality of pastoral care. Even though target setting is comparatively new, pupils know their targets and how they will help them to improve. Good records are kept of the standards pupils are reaching and these are beginning to be used well by teachers to plan future work.

Pupils' better progress is due to improvements in teaching and learning, which are satisfactory and often good in Years 3 to 6. There is a consistency of practice amongst teachers, for example, all classrooms have a good variety of stimuli to encourage pupils' learning in English and mathematics. Teachers' approachability was commented on by many parents and this indicates the school's positive attitude to the partnership necessary between families and the school to ensure that pupils' progress improves. These partnerships extend to the school's proactive use of outside agencies to support the good provision for pupils with learning difficulties and/or disabilities.

The satisfactory curriculum is planned effectively to meet pupils' needs, but because of the school's focus on English and mathematics, other subjects, whilst still being covered satisfactorily, have taken a back seat. This has meant that there are too few opportunities for pupils to practise their literacy and numeracy skills in other subjects. There is a wide range of very well attended extra-curricular activities, visits and visitors, which pupils enjoy and which aid their progress. 'Teachers make learning a fun experience for the children,' is typical of many comments made by parents.

All staff and governors have a clear picture of the school's successes and where improvements need to be made, but too few have been involved in the process of building this picture. With the very evident commitment of all to raise standards and with the progress already made, albeit recently, the school is soundly placed to continue on the upward path.

Effectiveness of the Foundation Stage

Grade: 2

Children get a good start and make good progress in the Reception class because of the good provision made for them. The classroom is very well organised and presents a calm and orderly environment, where children feel safe and secure. All adults work well together and the focus of learning is always clear. Individual needs are identified at an early stage and developing children's speech and social skills is a strong feature. Leadership is strong and the effectiveness of the Foundation Stage is recognised by the LA, which uses it as an example for other schools. Teaching is good, although there are occasions when adults talk too much and do not have high enough expectations of what children know and can do.

What the school should do to improve further

- Improve pupils' achievement by putting in place structured programmes to improve their speaking and listening, spelling and punctuation, and number skills.
- Raise standards by establishing links between subjects so that pupils have further opportunities to practise their English and mathematics skills.
- Involve managers at all levels in monitoring and evaluating school effectiveness.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Previous underachievement has been almost totally eliminated and pupils' achievement is now satisfactory. Standards have started to rise, but in many cases there are still gaps to fill and standards are below average. A major part of the reason is that basic skills, such as spelling, punctuation and basic number bonds, are not learnt early enough in Years 1 and 2. Despite the weaknesses in spelling and punctuation, pupils' progress in writing is better than in reading, mathematics or science as this has been a focus for the last couple of terms. Pupils with learning difficulties and/or disabilities make the same progress as their classmates, as good plans are made for their learning and they are supported well.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils' spiritual development is enhanced well through assemblies, which are taken regularly by ministers from local churches. Pupils get on very well with each other and all adults in the school and say they feel safe. One or two parents expressed some concern over bullying and how well it is dealt with. However, pupils spoken to said that bullying is limited to occasional minor instances and that staff deal with these well.

Pupils take plenty of exercise, but although the school works hard to promote healthy eating, pupils do not always make the best choices. The contribution that pupils make to the school and wider community is good. For example, the school council is active, not only in effecting improvements in school, but works closely with pupils from other local schools to discuss common issues. Pupils are prepared adequately for their futures as their progress in developing

basic skills in English, mathematics and information and communication technology (ICT) is satisfactory. Although they work well together, pupils are not developing independent learning techniques well enough.

Quality of provision

Teaching and learning

Grade: 3

There is a remarkable consistency about classroom practice. This reflects the hard work that has been carried out to improve teaching and learning and raise standards. For example, teachers always make clear what it is that pupils are expected to learn during lessons and pupils are often asked to evaluate how successful their learning has been. Teachers' planning is good and they usually adapt their planning well to take account of what pupils have learnt. Relationships are good and pupils are therefore keen to work hard. There is some good use of ICT in lessons, for example, clips from DVDs are used regularly as a stimulus for writing in English. Although teachers use a variety of methods in their lessons, they do not often give pupils opportunities to find things out for themselves and learn independently. They also do not model correct use of language often enough to develop pupils' spelling and punctuation. Learning support assistants provide a good breadth of expertise and support pupils' learning and personal development well.

Curriculum and other activities

Grade: 3

The curriculum satisfactorily meets the needs of all pupils. Good programmes have been put in place to improve pupils' achievement. For example, the scheme to teach phonics is already beginning to have an impact on improving the pre-reading skills of the youngest children. However, few links have been made between subjects, so pupils have too few opportunities to practise their basic skills. A good programme of personal, social and health education has been started, using a nationally recognised scheme. This, alongside the valuable work done in the school's nurture group, is one of the reasons behind pupils' good personal development. The curriculum is enriched well with a good range of visitors and visits, which adds to pupils' interest. A wide range of after-school clubs, including very well attended sports clubs, further increases pupils' enthusiasm for school.

Care, guidance and support

Grade: 2

Pupils know they are well cared for and all parents who responded to the questionnaire regard the school as safe and caring. Safeguarding arrangements are rigorous and the school has good systems in place to protect pupils. There are particularly good arrangements for those who find social interactions difficult. The school deals sensitively with these pupils, especially in the effective nurture groups.

Academic guidance is good. Pupils know their targets and use them to help them improve. Although these systems are fairly new, they are already beginning to have an impact and the school is rightly refining them to better suit individual needs.

Leadership and management

Grade: 3

The headteacher has provided fresh impetus to change with his enthusiasm and clear knowledge of what needs to be done to take the school forward. This vision is shared very well by the senior leadership team and has been communicated well to all staff and governors. However, at present the task of evaluating the effectiveness of the school is restricted almost entirely to the leadership team. Governors are very supportive and fulfil their statutory duties but have only just begun to make a start at their monitoring role. Middle managers are also insufficiently involved in monitoring.

Very effective subject leaders for literacy and numeracy are beginning to have a positive impact on standards in their areas. However, class teachers are not yet sufficiently accountable for the progress of their pupils. A promising start has been made at setting challenging targets for pupils' progress from year to year.

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Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
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?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

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	3
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	2
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?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Text from letter to pupils explaining the findings of the inspection

17 April 2008

Dear Pupils

Inspection of Lakeside Primary School, Tamworth, Staffordshire B77 2SA

Thank you so much for the warm welcome you gave to Mrs Parkinson, Mr Holmes and me when we visited your school recently. We really enjoyed listening to everything you wanted to tell us about your school and how much you enjoy it. We also enjoyed looking at your work and sharing in your lessons. We think your school is giving you a satisfactory education at present, but it is improving and you are making better progress than you were last year. Your progress is now satisfactory, although the standards of your work are still below average. There are still some gaps to be filled as many of you did not make satisfactory progress in the past. All adults take good care of you and you are developing well into responsible and caring young people. We think that you behave well and usually work hard.

One of the main reasons for your improved progress is that teaching is getting better and is now satisfactory. Teachers are trying very hard to make your learning fun and your lessons interesting. We were impressed with the after-school clubs and how many of you take part in these. You certainly take plenty of exercise, though some of you do not always make healthy food choices. We also thought that the assembly when your school council told about their work with pupils from other schools was really good.

There are three things we have particularly asked your headteacher and teachers to do to make your school better.

- Make sure you develop your speaking, listening, spelling and punctuation, and number skills at a younger age.
- Give you more opportunities to practise your writing and maths in other subjects.
- Make sure that all teachers have opportunities to check on how well the school is doing.

I am sure you will do your best to help make the school better by continuing to work hard and helping round the school.

With best wishes

John D Eadie Lead inspector

17 April 2008

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With best wishes

John D Eadie
Lead inspector