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Mr Keith Stansbie
Lakeside Primary School
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Dear Mr Stansbie

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on Tuesday 23 March 2010, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my thanks to the staff and to the Chair and Vice Chair of Governors for their time and courtesy. I would like to particularly thank the pupils for giving up part of their lunch time to speak with me.

Since the school's last inspection, two teachers have left the school and two teachers have moved from Key Stage 1 to Key Stage 2. Numeracy leader has moved from Key Stage 2 to support Key Stage 1. The number of pupils on roll has fallen considerably since the last inspection.

As a result of the inspection on 15–16 April 2008, the school was asked to:

- 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.

Having considered all the evidence, I am of the opinion that at this time the school has made inadequate progress in making improvements and inadequate progress in demonstrating a better capacity for sustained improvement.

The key factor in the judgment of inadequate progress is that achievement and progress have declined in science and have not improved sufficiently in English and mathematics over the last three years. Pupils' results in the Key Stage 1 assessments in 2009 fell to significantly below national average and did not improve sufficiently in



the tests at the end of Key Stage 2 where they continued to be significantly below national average. Boys performed less well than girls. Given the below average starting point of those pupils, this represented inadequate progress. School data, though lacking in consistency, shows that pupils' progress over the last year varied between subjects and for many was below that expected. This continued the picture of inadequate progress shown in the 2008 data. Standards remain low and, in lessons observed jointly with senior leaders, pupils continue to make inadequate progress in most lessons. Pupils do not apply themselves to the tasks set with sufficient rigour and enthusiasm because the teaching lacks clear direction. In majority of the lessons seen teachers had a tendency to give unnecessarily lengthy explanations which pupils found difficult to follow. Despite these uninteresting and uninspiring lessons, pupils behave well. In practical lessons pupils work enthusiastically, co-operating well with each other and their teacher. They enjoy coming to school and feel safe knowing that there is always someone to turn to if they have any concerns.

Teaching is inadequate overall. In the six lessons observed, it ranged from inadequate to good. The lack of accurate data about what pupils know and can do prevents staff from planning lessons that have a range of suitably challenging activities to meet the different needs of pupils. Teachers do not sufficiently engage pupils' complete interest: in discussion many pupils said they would like their lessons to be more interesting and challenging. The pace of learning is often not brisk enough to allow sustained progress to be made. Although the provision in the Early Years Foundation Stage remains satisfactory, thoughtful planning is beginning to enrich the learning experiences of the children and to make better use of the outdoor facilities.

Assessment information is contradictory, lacks clarity and the necessary consistency to be used to aid planning or to provide pupils with clear targets for improvement. Marking in books is also inconsistent. While it is often generous in praise, pupils do not know what it is that they are doing well and what they need to do to further improve their work. Systems to monitor and track pupils' progress or ensure that intervention is required are not fully in place. Consequently, pupils' speaking, listening, spelling and punctuation skills remain underdeveloped.

The school has extended the role of subject co-ordinators and they have begun to monitor planning, teaching and pupils' work. However, their work is hampered because not all teachers co-operate by taking on board the recommendations. Where teachers do not agree with the judgments made by senior leaders, teaching remains inadequate and pupils continue to underperform. Individual governors are beginning to establish links with specific subjects and areas to extend their understanding of the school. However, the role of the governors in formally monitoring and evaluating the school remains underdeveloped and they are further hampered by the lack of accurate information about the school.

The school's self evaluation is unrealistic and inaccurate, with many judgments that are over-generous and not matched to the available evidence. This reflects the lack of clarity in the roles and responsibilities of the senior leadership team and the absence of clear direction for the school. The school has not fully addressed the key issues identified in its last inspection report and there is insufficient evidence to demonstrate its sustained capacity for sustained improvement. The school must act immediately to work together, to strengthen its processes for monitoring and evaluating the quality of teaching and act to strengthen teaching to ensure that pupils make sufficiently good progress to eradicate previous underachievement. The senior management team and staff must also cooperate and collaborate to develop and rigorously implement the assessment, marking and tracking policies.

The school has received some support from the local authority. However, this has not been sufficiently focused to have impacted on enabling the school make the improvements that are urgently required.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Rashida Sharif
Her Majesty's Inspector