

# Lakeside Community Primary School

London Road, Alvaston, Derby, Derbyshire DE24 8UZ

## Inspection dates

14–15 February 2018

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	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Actions by new school leaders and governors have not yet led to consistently good teaching and pupils' good achievement.
- Some school leaders are not involved enough in improving the quality of teaching.
- Not all leaders and staff are clear about how well pupils are doing because the ways to check pupils' progress are too varied.
- Leaders do not yet make sure that all staff implement new behaviour systems and deal with any incidents equally well.
- Leaders do not systematically check if their work to improve attendance is effective.
- Sometimes, teachers' expectations are not high enough and the tasks they provide do not motivate learning well.
- There is variation from class to class in how well teachers match work to pupils' abilities.
- Teachers do not always correct the mistakes that pupils make. Errors in writing, including spelling, are not consistently addressed.
- Pupils' progress is not consistently good enough to ensure that they reach the standards of which they are capable.
- Some pupils do not develop their reading, writing and mathematical skills as well as they might.
- The quality of pupils' writing in a range of subjects is not as good as it is in English.
- Although most pupils behave well, not all pupils give of their very best during lessons and at other times during the school day.
- In the early years, there is variation in how well different groups of children achieve. Some are not as well prepared for learning in Year 1 as they could be.

### The school has the following strengths

- New senior leaders are improving teaching and standards in reading, writing and mathematics.
- Governors are better informed than previously and now hold school leaders to account.
- The teaching of phonics is effective in ensuring that pupils reach the expected standards.
- Pupils say they feel safe. Relationships are good. Pupils like their school and enjoy the trips and sports activities.
- Individual pupils, including those whose circumstances may make them more vulnerable, receive good personal and social support.

## Full report

### What does the school need to do to improve further?

- Improve teaching and accelerate pupils' progress by ensuring that teachers consistently:
  - match work well to the range of ability in the class
  - motivate learning and encourage pupils to apply themselves
  - provide good guidance to help reduce pupils' mistakes
  - have high expectations of what pupils should achieve by the end of lessons.
- Raise attainment by:
  - diminishing the differences in rates of progress between groups of pupils, including in the early years, and especially for disadvantaged pupils
  - making sure that pupils understand what they read and develop a real enjoyment of reading
  - providing more opportunities for pupils of all abilities to reason in mathematics
  - ensuring that basic errors in writing, including spelling, are consistently well addressed
  - expecting the same standards of writing across all subjects.
- Improve leadership and management by:
  - developing the role of all leaders, including for special educational needs (SEN) and/or disabilities, in checking and improving the quality of teaching
  - ensuring a consistent approach to collecting assessment information to give leaders and staff a clear view of pupils' progress and standards
  - ensuring a more thorough analysis of the measures taken to improve attendance
  - making sure that leaders and staff promote good behaviour consistently well and deal with any bullying incidents quickly.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Since the previous inspection, significant changes to staff, school leadership and governance have affected the rate of improvement and prevented the school from moving forward rapidly. As a result, although improving, the quality of teaching and pupils' achievement are not yet good.
- Not all leaders have a precise view of the quality of teaching in their subjects and areas of responsibility. They are not sufficiently involved in helping teachers to improve their teaching and the learning of specific groups of pupils, for example pupils who have SEN and/or disabilities.
- Systems used to collect information about pupils' progress are not uniform enough to ensure that all leaders and staff have a shared and accurate view of pupils' achievement.
- Leaders do not use the information they gather about pupils' behaviour to ensure that staff manage behaviour consistently well throughout the school day.
- Leaders do not stringently analyse whether new approaches are working well enough to quickly improve attendance.
- Leaders are bringing about improvements. New behaviour systems are popular with pupils, who enjoy receiving awards for their efforts. The number of exclusions has reduced. Attendance is beginning to improve. There is a reduction in the number of pupils who stay away from school frequently.
- The executive headteacher and the local authority effectively support the headteacher and senior leaders in developing leadership skills and aspects of the curriculum. Senior leaders provide staff with relevant training and coaching to help them to improve, with positive effects on raising standards, for example in reading and phonics.
- Leaders evaluate the curriculum to ensure the required subject coverage and the development of skills. Subjects are linked together in interesting topics. The curriculum is enhanced well by trips and extra activities, including sports.
- Leaders use the primary physical education (PE) and sport funding effectively to improve teachers' skills in delivering PE lessons and to increase pupils' fitness. The school's records show increased participation by pupils in a range of sports activities.
- Pupils learn about important values and develop an understanding of democracy. This, together with their learning about people from different faiths, eras and cultures, promotes pupils' spiritual, moral, social and cultural development and prepares them suitably for life in modern Britain.
- The pupil premium funding is used effectively to support disadvantaged pupils in their personal and social development. Improvements to teaching mean that pupils are now making better progress than previously. However, raising the attainment of this group of pupils remains a main priority.
- The additional funding received by the school for pupils who have SEN and/or disabilities is at its most effective in providing extra adult help and resources, including

the involvement of external agencies, for those pupils with high-level needs.

## **Governance of the school**

- Since the previous inspection, governance has improved. Governors recognise that, previously, the governing body was not rigorous in holding school leaders to account, which meant that it was not instrumental in driving school improvement.
- The governing body has successfully undergone changes to personnel and seen the school through a period of significant staff and leadership changes. Governors are well supported by the local authority. They are acting upon the findings of a review of their work. They know the school's strengths and weaknesses and have high expectations of what pupils and staff should achieve.
- Governors analyse information about pupils' progress and ask searching questions if pupils are not doing well enough. They now regularly check the effect of the pupil premium spending on pupils' achievement. Governors ensure the best use of staff in order to reduce differences in performance between groups of pupils.
- Governors know about the school's new behaviour systems and safeguarding processes. They understand how staff are trained to keep pupils safe. However, governors are at the early stages of informing themselves about how well the school's systems promote good behaviour and attendance.

## **Safeguarding**

- The arrangements for safeguarding are effective. Systems to vet adults who work with pupils are thorough. Staff receive regular and relevant training to keep pupils safe. Leaders make sure that staff know how to recognise and report any child protection concerns.
- Leaders establish good links with parents and carers and provide extra help and advice for those who need it. They maintain ongoing communication with families, which helps them to deal with any child protection issues that may arise.
- Leaders work well with a range of external agencies to address any concerns about pupils' welfare.
- Pupils' learning during personal and social education lessons helps them to understand possible risks, for example those presented by drug abuse. Leaders use a range of resources and visitors to the school, such as the local police force, to raise pupils' awareness of the potential dangers of exploitation and extremism.
- Pupils learn about e-safety and how to recognise the different forms of bullying. The school logs show that incidents of bullying are very rare and pupils agree. However, some concerns raised by parents and pupils indicate that incidents that do occur are not always dealt with quickly.

## Quality of teaching, learning and assessment

**Requires improvement**

- Teaching, including in the early years, is not consistently good enough to ensure that all groups of pupils make good progress.
- There is variation in how well teachers motivate learning and match work to the range of ability in the class. This means that, sometimes, pupils are not fully engaged and do not produce their very best because the work is too hard or too easy.
- Sometimes, teachers do not provide pupils with enough examples of how to apply skills and develop strategies to help their learning. They do not always correct any misunderstandings or errors. This means that pupils continue to make the same mistakes because they are not given sufficient guidance.
- In some cases, teachers do not expect enough of pupils during lessons. For example, in mathematics, pupils complete tasks quickly because they can already do them and there is not enough challenge for them to do more. This slows pupils' progress and they do not produce as much as they could.
- Opportunities for pupils of all abilities to develop their mathematical reasoning vary from class to class. While pupils make steady progress in calculation, not all use what they know to reason and to explain their answers. However, there are some good examples of pupils, especially the most able, demonstrating their understanding.
- There is room for a more consistent approach to developing pupils' comprehension skills and ensuring a greater enjoyment of reading widely. However, new approaches to the teaching of reading are speeding up pupils' progress and raising standards. Staff build pupils' vocabulary well and ensure that pupils read frequently.
- In some cases, teachers do not correct pupils' spelling or expect good-quality writing whenever pupils write in other subjects. Nevertheless, the teaching of writing is improving. Pupils write for a range of purposes and in different styles. For example, during a topic on the First World War, pupils wrote diary accounts to relate the experiences of soldiers.
- The teaching of phonics is regular and routine. Tasks are well matched to pupils' abilities. Pupils make good progress to reach the expected standards.
- Teaching assistants work well with individuals and small groups of learners to develop personal and academic skills. They work regularly with pupils who need to catch up, including those from disadvantaged backgrounds and those who have SEN and/or disabilities. Sometimes, though, pupils are overdependent on adult help to tackle their learning.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development requires improvement. Pupils are not fully equipped with the necessary skills to be self-assured learners. Sometimes, they rely too much on extra support from adults in order to move their learning and behaviour forward.

- Pupils agree that bullying is not a problem in their school but that it does happen occasionally. Most feel that staff deal with any issues that arise but some pupils would like incidents to be dealt with more quickly.
- Pupils say they feel safe. They understand the different forms that bullying can take, including when using technology. They know who to speak to if they have any worries.
- Staff support pupils' emotional and social development well, which has a positive effect on pupils' well-being and their readiness to learn. The breakfast club provides a sociable start to the school day.
- Pupils like receiving the school's rewards for good achievement and effort. Many are proud of the work they produce and present their work very well. Pupils accept responsibility willingly and play their part as school councillors.
- Pupils value their friendships. They say it is important to be kind and to show respect and tolerance. Pupils learn about people from faiths and backgrounds different to their own and develop an understanding of cultural diversity. As one pupil commented, 'We accept everyone here. It doesn't matter who they are, it's the inside that counts.'

## Behaviour

- The behaviour of pupils requires improvement because there is some variation in how well pupils behave in lessons and during the school day.
- Some pupils do not achieve as well as they might because their attendance at school is below average.
- Most pupils behave well, including in the early years. Pupils spoken to during the inspection said that the new behaviour systems are making a difference and improving behaviour.
- In lessons, pupils settle to learning quickly and listen to their teachers. They work well with a range of adults. Pupils demonstrate the best behaviour when staff provide interesting tasks that are set at the right level of challenge.
- Pupils who find it difficult to behave well receive extra adult help and individual targets to help them to conform to the school's expectations.
- Leaders are reducing the frequency of absence, with a positive effect on pupils' progress. Pupils say they like coming to school and they are keen to win the school's rewards for good attendance.

### Outcomes for pupils

### Requires improvement

- Pupils' progress as they move through the school is not rapid enough to ensure that they reach the standards expected for their age by the end of key stage 2.
- Disadvantaged pupils do not attain well enough because they do not make consistently strong progress. Leaders are raising teachers' expectations of what these pupils should achieve. This, together with well-placed additional support, is now improving pupils' progress, although it is not yet consistently good in all classes.
- Not all of the most able pupils, including those from disadvantaged backgrounds, reach

their full potential. Some of the tasks they receive do not challenge them sufficiently well to master higher-level skills. There are some good examples in reading and mathematics, but the most able do not consistently work at greater depth.

- Pupils who have SEN and/or disabilities make variable rates of progress. Those with complex needs make the best progress because the level of support is well matched to their abilities. In other cases, there are inconsistencies in how well teachers help these pupils to make good progress during lessons.
- The changes made by leaders to the curriculum and to teaching mean that pupils are now working towards the expected standards more rapidly. Attainment by the end of the early years and key stage 1, and in phonics, is on an upward trend.
- Pupils who are currently in Year 6 are working from stronger starting points and are better prepared for secondary education than those previously in Year 6.

### **Early years provision**

### **Requires improvement**

- There are differences in how well groups of children, especially those from disadvantaged backgrounds, achieve. Although additional funding received by the school to support disadvantaged children is now being used more effectively to speed up their progress, it has not yet had the desired effect on raising children's attainment.
- Leaders are not fully effective in ensuring that teaching is consistently good. There are some inconsistencies in how well teachers promote children's good progress in writing and mathematics. This means that not all children are equally well prepared for their learning in Year 1.
- Staff develop children's social and language skills well. They teach phonics frequently and make sure that the curriculum provides activities which interest children. They establish warm relationships with children, who engage happily in activities because learning is fun. Children behave well with adults and each other.
- Leaders and staff maintain good daily links with parents. They ensure good arrangements for when children start in the early years. Staff promote positive and safe behaviour and keep parents informed of their children's achievements.
- Overall, the proportion of children reaching a good level of development by the end of the early years is increasing year on year.

## School details

Unique reference number	112738
Local authority	Derby
Inspection number	10036082

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	663
Appropriate authority	The governing body
Chair	Emily Parsons
Headteacher	Joanne Baker-Heath
Telephone number	01332 571 485
Website	<a href="http://www.lakeside.derby.sch.uk">www.lakeside.derby.sch.uk</a>
Email address	<a href="mailto:admin@lakeside.derby.sch.uk">admin@lakeside.derby.sch.uk</a>
Date of previous inspection	21–22 October 2015

## Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of disadvantaged pupils is above average.
- The proportion of pupils who have SEN and/or disabilities is below average.
- The early years provision comprises a Nursery, which children attend for morning, afternoon or whole-day sessions, and three Reception classes, which children attend full-time.
- The school offers a breakfast club and after-school care, which the governing body manages.
- In 2016, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.



- Since the previous inspection, the school has experienced significant staff and leadership changes, including governance. The former joint acting headteacher took up the post of head of school in September 2017. Three assistant headteachers were appointed in September 2017.
- The executive headteacher has worked with the school since May 2017. She is the headteacher of Alvaston Junior and Village Primary Federation of Schools.

## Information about this inspection

- The inspectors observed learning in 28 lessons, nine of which were seen jointly with school leaders. In all, 20 members of staff were observed teaching.
- The inspectors looked at samples of pupils' work across the school. They spoke with pupils about their work during lessons and met with groups of pupils. They listened to pupils in Year 2, Year 4 and Year 6 read.
- The inspectors held meetings with governors, school leaders and staff. An inspector spoke with a representative of the local authority.
- The inspectors analysed 55 responses to Ofsted's online questionnaire, Parent View, and took account of written comments from parents. Inspectors spoke with parents during the inspection.
- The inspectors analysed 68 responses to the pupil survey and 38 responses to the questionnaire completed by school staff.
- The inspectors scrutinised the school's systems and documentation relating to safeguarding. They reviewed information about pupils' attainment and progress, and about their attendance. The inspectors evaluated the school's improvement plans and evidence of its checks on the quality of teaching.

## Inspection team

Viv McTiffen, lead inspector	Ofsted Inspector
Gill Weston	Ofsted Inspector
Stuart Edmonds	Ofsted Inspector
Lindsay Hall	Ofsted Inspector

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