

# Lakeside Primary School

## Inspection report

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<b>Unique Reference Number</b>	124172
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	359597
<b>Inspection dates</b>	28–29 June 2011
<b>Reporting inspector</b>	John Horwood

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nigel Brindley
<b>Headteacher</b>	Tess Vigus
<b>Date of previous school inspection</b>	15 April 2008
<b>School address</b>	Leyland Road Glascote, Tamworth B77 2SA
<b>Telephone number</b>	01827 475075
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<b>Email address</b>	office@lakeside.staffs.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons taught by 10 teachers. Meetings were held with groups of staff and members of the governing body, and discussions were held with several groups of pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of meetings, progress monitoring records and school policies. The responses to 113 questionnaires from parents and carers, 23 questionnaires from staff and 115 questionnaires from pupils were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What is the current quality of teaching and learning throughout the school and is there secure evidence that any variations in outcomes are being addressed?
- What improvements have taken place since the monitoring visit in March 2010?
- What are the strengths in leadership that have contributed to the apparent rapid improvement?

## Information about the school

This is an average-size primary school where pupils are taught in single-age group classes. Most pupils are from White British backgrounds. Very few are from minority ethnic groups and none speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above that in most schools but almost none have statements. The proportion known to be eligible for free school meals is above average. The school received a monitoring visit from one of Her Majesty's Inspectors in March 2010. The current headteacher took up her post in September 2010.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Lakeside Primary provides a satisfactory education. There have been significant improvements in both provision and outcomes since April 2010 when many of the aspects were judged to be inadequate and the school was judged to be making inadequate progress in making improvements and in developing the capacity to make sustained improvements. Strong leadership has successfully galvanised the staff and governors to work together to improve the school. All aspects within the school are now at least satisfactory and the revised systems are fully embedded into school life. It is already a school where both pupils and staff are proud to be. A typical comment by a member of staff was, 'The school has changed a great deal in the past year. We are moving forward very quickly, still with a long way to go, and I am pleased to be a part of it'. These considerable improvements have been achieved in a relatively short time and are secure and embedded. The leadership team have an excellent understanding of what needs to be done and their self-evaluation is accurate. The school has a good capacity for sustained improvement.

Attainment, which was previously low, is now broadly average. Teaching is satisfactory. There are examples of good teaching throughout the school, but not yet enough to raise pupils' achievement to the next level. While teachers have good subject knowledge, and have good relationships with pupils, there is not always a good pace to the learning throughout the lesson. Teachers are developing their skills of using monitoring data to plan their lessons but they do not always have sufficiently high expectations of what pupils could do. This is sometimes reflected in the work in the classroom not being sufficiently challenging. There is a strong focus on making learning 'fun' and teachers use information and communication technology (ICT) well to support this. Linking of subjects to make lessons more relevant and enjoyable is not yet consistent across the school. The school works in close and productive partnership with the local authority and other local schools to raise academic standards, and with external agencies to support the well-being of pupils.

The school provides good care for pupils and their health and safety are given a high priority. Individual pupils, including those with special educational needs and/or disabilities, are supported well. This support also often extends to their families. Leaders have a display wall where they can quickly identify the attainment level and progress of every pupil so that they can provide extra support where it is needed. It is clear from the pupils' questionnaires that they enjoy school and feel safe and secure. Most pupils behave well and those who have difficulty controlling their behaviour are managed well by staff. Pupils have good opportunities to help with the everyday activities in school and they make a good contribution to the school and the local community. They support more distant communities through fund raising. There are very few opportunities for pupils to experience a multi-cultural environment and they have no planned opportunities for direct

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communications with pupils from significantly different faiths and backgrounds. They have a good understanding of how to stay healthy, and make healthy choices of food as well as joining in sporting activities.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment further by:
  - ensuring most lessons are good or better by maintaining a good pace and by teachers having higher expectations of pupils
  - always using the knowledge of pupils' abilities to provide them with challenging work in lessons
  - developing the curriculum using more links between subjects so that lessons are consistently enjoyable.
- Increase the opportunities that pupils have to engage with pupils from different faiths and backgrounds.

## Outcomes for individuals and groups of pupils

**3**

Pupils make satisfactory progress from starting points that are below expectations. In some classes additional support has been provided which, together with good teaching, has led to accelerated progress. This has compensated for inadequate progress in the past. Pupils are very proud of their work and Year 2 pupils excitedly showed the inspectors their artwork of sunflowers. They enjoy using ICT resources both in their classrooms and in the ICT suite. Year 3 showed both enthusiasm and a mature approach to producing a short animation film using models. In many lessons there is a good pace of learning with the pupils' enthusiasm clearly evident. This was seen, for example, in a Year 6 mathematics lesson about solving multi-step problems, where the teacher accelerated the pace by challenging pupils to get the solution before he did. In a few of the less successful lessons, pupils found the work too easy and sometimes the pace was too slow. In all lessons pupils enjoy their work, and their overall achievement is satisfactory. Pupils with special educational needs and/or disabilities make similar progress because their needs are identified early and they are given help both in the classroom and in small group activities. These pupils also say they are helped to learn by the one-to-one sessions they have. Because they start from a lower attainment level they are still lower than others at the end of Year 6, but because of successful actions to help them the gap is narrowing. Pupils who are eligible for free school meals also make satisfactory progress and their attainment is similar to others.

Pupils' behaviour is satisfactory, and in lessons where they are kept busy with interesting and challenging tasks the behaviour is good. Pupils say that it is only a small number of pupils who behave poorly and that there is much less poor behaviour since the new headteacher arrived and better procedures were introduced. They have lots of opportunities to take responsibility, including being a member of the school council, helping in the library, looking after younger children, being house captains and also looking after equipment. They said they enjoyed these jobs as it showed that they were

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trusted. Their spiritual, moral, social and cultural development is only satisfactory because at present they do not have sufficient opportunities to meet pupils from different faiths and cultures.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching is improving and an increasing proportion is now good. Teachers make good use of ICT to support their teaching and they involve pupils in using the interactive whiteboards during the lessons. At present the use of assessment systems to match work to pupils' abilities is variable but it is improving, as teachers become more skilled at using data. The use of targets and learning objectives are well-established but marking of pupils' work does not always tell pupils how to get to the next step in their learning. Teaching assistants work closely with pupils who need extra help, including those with special educational needs and/or disabilities to make sure they understand the tasks and can make the same progress as others. Teaching is supported by a satisfactory curriculum which itself is improving. The move to a more creative curriculum with stimulating topic work is becoming evident but is not yet sufficiently developed to captivate the attention of all pupils. There is a wide range of enrichment activities and pupils spoke excitedly about the 'school camp' where they developed lots of new skills. The opportunities for sport are good and pupils are very proud of having won the athletics award for small schools in the Tamworth area.

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Pupils, parents and carers agree that pupils are safe and well cared for in school. Pastoral care is good throughout the school but support and guidance within the classroom is currently contributing to progress which is only satisfactory. Pupils with special educational needs and/or disabilities are well integrated in lessons and these pupils speak enthusiastically about their learning and the support they receive. Each class has a record book which identifies all the intervention strategies being used and which monitors the impact on progress for each pupil. Good partnerships with external agencies and the local authority provide additional support for pupils' academic and social needs. School records show that there are very effective links to support those pupils whose circumstances may make them vulnerable. There are good links with the secondary school and pupils and their parents and carers say children are well prepared for the move. The revised procedures for promoting improved attendance and behaviour are having a good impact.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has good experience of leading schools in challenging circumstances and made an immediate impact on the school. She has united the staff in spite of having to make changes in staffing. She has quickly worked with the staff and the local authority to ensure improved attainment. Staff at all levels support the headteacher's vision for the future and the systems she has introduced have quickly become established. In a short time there has been significant improvement in teaching and learning as well as in the motivation of staff. Governance is satisfactory. Members of the governing body are enthusiastic and are becoming more involved in monitoring school performance. They fully support the headteacher's drive for improvement but are often very reliant on being given information rather than being pro-active from their own monitoring. Statutory requirements are fully met.

The effectiveness with which the school promotes equal opportunities is satisfactory. There is no evidence of any discrimination and pupils say that they are all treated fairly. They think that the improving school is partly because there is mutual trust and respect between adults and pupils. All pupils have the same opportunities within lessons and other school activities. Safeguarding arrangements are good. Records of the suitability of all staff to work in the school are all up to date, as are risk assessments. There are good records of meetings with external agencies to support pupils whose circumstances may make them vulnerable. The child protection procedures are very effective and staff are very good at identifying any concerns at an early stage. The leaders know their community well and have established good links within the local community and are now reaching out to areas beyond so that pupils have more direct contact with those from

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different backgrounds. There is no formal monitoring of the impact of these actions by the governing body. Within the school community cohesion is good.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children join the Early Years Foundation Stage from a wide range of pre-school settings and some without any previous experience. Their initial skills are below the levels expected for their age, especially in communication and social skills. They make satisfactory progress but their attainment levels are still below average when they enter Year 1. Parents and carers say they are very happy with the provision. Typical quotations include 'Absolutely fantastic, no problems at all', 'Great teaching, I feel really involved' and 'Good links with parents and my child is really settled'.

The indoor environment is spacious and well resourced. Children enjoy the role-play and other stimulating activities. Many of these are focused around the 'sea-life' topic and children really enjoy this. However, teaching is satisfactory because the pace of learning is often too slow, especially at the start of lessons. The outdoor area is used well during the day but the planning is less well-defined and activities are not always closely linked to the indoor learning. The monitoring of progress is satisfactory. It is informative but is not always used for planning future activities.

The children are well cared for throughout the day and all health and safeguarding requirements are met, including appropriate first aid provision. Relationships between adults and children are good. Behaviour is satisfactory. Whilst many children behave well some boys are very boisterous during the outdoor activities and are not always dealt with quickly. Leadership and management are satisfactory and there is a sense of teamwork amongst all the adults. The leaders are aware of the strengths of the provision and what needs to be done to develop it further.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	3
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Parents and carers are satisfied with the school. There was a high return of questionnaires and they reflected a higher level of satisfaction than in most schools. A significant number of parents and carers thought that unacceptable behaviour was not managed well. This is discussed in the main report; inspectors found it to be an area which is improving. A few parents and carers made written comments such as 'We feel that Lakeside provides our children with excellent teaching and is a lovely friendly and safe place for them to learn' and 'There has been a marked improvement to all aspects of the school since Mrs Vigus has taken over, I am impressed with how things are improving'. A very few parents and carers had individual concerns which were all considered as part of the inspection process and contributed to the overall findings.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lakeside Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 113 completed questionnaires by the end of the on-site inspection. In total, there are 209 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	45	56	50	6	5	0	0
The school keeps my child safe	55	49	52	46	6	5	0	0
My school informs me about my child's progress	38	34	65	58	9	8	0	0
My child is making enough progress at this school	45	40	62	55	6	5	0	0
The teaching is good at this school	44	39	62	55	3	3	0	0
The school helps me to support my child's learning	44	39	63	56	5	4	0	0
The school helps my child to have a healthy lifestyle	31	27	77	68	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	30	69	61	2	2	0	0
The school meets my child's particular needs	36	32	67	59	5	4	3	3
The school deals effectively with unacceptable behaviour	33	29	56	50	12	11	9	8
The school takes account of my suggestions and concerns	31	27	70	62	3	3	6	5
The school is led and managed effectively	48	42	52	46	6	5	4	4
Overall, I am happy with my child's experience at this school	47	42	55	49	9	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



30 June 2011

Dear Pupils

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

Thank you for making us so welcome when we visited your school. We really enjoyed talking with you, hearing your views and looking at the work you do. Your school is giving you a satisfactory education.

Here are some of the things your school does well.

You enjoy school and attend regularly.

You are proud of what you do and our thanks go to those of you who showed us their art work and the shield you won for athletics.

You told us that you feel safe in the school and most pupils behave well.

You all make satisfactory progress as a result of improved teaching.

There are good relationships throughout the school.

Adults look after you well in school.

Mrs Vigus has improved the school significantly since she arrived and she has many more plans.

We have asked the school to do the following things to make it even better.

Ensure more of your lessons are taught well with a consistently good pace and that teachers have higher expectations of what you can do.

Always use the records teachers have of how well you are doing to make sure they set work for you which helps you improve.

Make lessons more interesting by linking subjects together.

Give you more opportunities to meet pupils from different faiths and backgrounds.

All of you can help the school move forward by continuing to work hard. We wish you every success in the future.

Yours sincerely

John Horwood

Lead inspector

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