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Kirsty Timms
Lakeside Primary School
Leyland Road
Glascote
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Dear Mrs Timms

Requires improvement: monitoring inspection visit to Lakeside Primary School

Following my visit to your school on 14 October 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in July 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- monitor the impact of the marking policy and ensure all staff follow the agreed guidance
- support subject leaders in making better use of achievement data
- ensure all teaching is of the highest quality and that the pace of learning is accelerated in all lessons.

Evidence

During the visit, meetings were held with you, the deputy headteacher, representatives from the governing body and a representative of the local authority. The school action plans were evaluated, a number of short visits were made to lessons and school documentation was examined.

Context

Since the last inspection, two teachers have left the school and two new teachers have been appointed. One class teacher is currently on maternity leave and her absence is covered by a long term supply teacher. A new committee has been formed within the governing body, focusing on monitoring the school's successes in working towards achieving a good judgement at the next inspection.

Main findings

You are taking decisive action to move the school forward. There has been a positive response to the Ofsted inspection and you report that staff have hit the ground running. You and the governing body have high aspirations of what the school can achieve and you are already focusing on how the school can become outstanding.

Documentation to show how the school will improve is rigorous and focused on the areas for improvements identified at the last inspection. An overview for parents, carers and governors indicates how the school will improve. Action plans have been written which directly link to the areas for improvement. Plans include what will be done and how the success of actions will be monitored. Measurable milestones have been created to make sure you and other leaders keep on track to improve the school.

Training for staff is sharply focused on addressing areas of priority. For example, staff have received training on the teaching of phonics and how to use questions to deepen understanding for the more able pupils. You report some teaching is good, but some teaching still lacks pace and challenge for all groups.

You have improved the management of the staff performance. Targets are closely linked to school priorities and all class teachers have completed a self-audit of their strengths and development areas. This is helping you to improve teaching.

A new marking policy has been introduced and agreed by staff. Although the quality of marking is improving, it remains variable across all classes and subjects and in some cases pupils still do not know enough about how to improve their work.

There is a greater focus on tracking the progress of all groups of pupils. Achievement data is regularly collected but subject leaders are not analysing this data sufficiently to identify areas of underperformance. You have prioritised improving the learning for the more able pupils across the school. They have individual action plans to ensure their needs are met and leaders seek their views about the effectiveness of their learning.

Leaders in school have supported pupils in taking a more active role in school life and pupils have more responsibility for their own learning. For example, pupils record how much progress they have made and they are keen to talk about their

targets for English and mathematics. Lead learners are appointed in each classroom on a weekly basis to help other pupils when they need help with their work.

Governors are confident that the school is improving. A new steering group of four governors is in place, which ensure you and other leaders are held to account for the development of key priorities. Governors report that information about how well pupils achieve is more accessible. They have linked individual governors to specific year groups and are using this opportunity to visit lessons.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority is providing a raft of support which is well received. They have the confidence in the headteacher to bring about change. Training has been provided to improve the teaching of mathematics, phonics and writing. Individual teachers have received support where required, focusing on improving the quality of teaching. Support for the Early Years Foundation Stage has focused on the transition of pupils into Year 1. The local authority has facilitated the support from a good school and a consultant headteacher is providing effective support. A local cluster of schools is working together on agreed priorities. The local authority regularly monitors the school's performance.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Staffordshire.

Yours sincerely

Jane Millward
Her Majesty's Inspector