

Lakeside Primary School

Sandy Lane, Belle Vue, Doncaster, South Yorkshire, DN4 5ES

Inspection dates 8–9 April 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Progress, particularly in reading, is not consistently good. As a result, not all pupils, and particularly boys, achieve as well as they could.
- In some classes pupils do not make consistently good progress in reading, writing and mathematics.
- Inconsistencies and variation, particularly in teachers' marking, mean that the quality of teaching is not yet good.
- The most able pupils are generally not challenged sufficiently to achieve their best.
- Attainment in English and mathematics, while improving, remains below national expectations.
- The quality of provision in the Early Years Foundation Stage is not strong enough to ensure that all areas of learning, especially communication and language and literacy, are fully supported.

The school has the following strengths

- The headteacher is taking a strong lead in this improving school and has ensured that teaching has improved markedly and continues to do so.
- The use of pupil premium funding is well managed and targeted at those vulnerable pupils that would benefit the most. As a result, the impact of this provision has been good and well led.
- Pupils behave well, enjoy school and have good attitudes to learning. Pupils feel safe in a caring environment.
- Parents, carers and staff are very positive about the school.
- Governors are clear about their roles and are not afraid to challenge school leaders.

Information about this inspection

- Inspectors observed 23 lessons. Five were joint observations with the headteacher and deputy headteacher. Inspectors also made a number of short visits to lessons and observed guided reading.
- Inspectors formally met with two groups of pupils, samples of pupils' work in writing and mathematics were checked and inspectors met with small groups of pupils in Year 1 and Year 6 to hear them read.
- Meetings were held with pupils, members of the governing body, staff leaders at all levels and a representative from the local authority.
- Inspectors observed the school's work and scrutinised a number of documents, including the school improvement plan, data on pupils' current progress, the school's self-evaluation, minutes of governing body meetings, and records relating to behaviour, attendance and safeguarding.
- Inspectors looked at the school's website to confirm that it met requirements.
- Inspectors took account of the 11 responses to the online questionnaire (Parent View) and the school's own questionnaire completed in 2014. Inspectors also took account of the views of a number of parents spoken to during the inspection and the 35 responses from staff who completed Ofsted's staff questionnaire.

Inspection team

Michael Wintle, Lead inspector

Additional Inspector

Jenny Firth

Additional Inspector

Aileen King

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- The proportion of pupils from ethnic minority groups is well above the national average. Pupils come from a wide range of backgrounds and heritage.
- The proportion of pupils known to be eligible for pupil premium is well-above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children of service families and those children that are looked after by the local authority.
- The proportion of pupils who have special educational needs supported through school action is above average. The proportion supported through school action plus or through a statement of educational needs is below average.
- The school meets government's current floor standards, which are minimum expectations for attainment and progress at the end of Year 6.
- A high number of pupils join or leave the school part way through their primary education.
- The school has had a high turnover of staff since the last inspection.

What does the school need to do to improve further?

- Tackle the teaching that requires improvement so that all learning is consistently good or better and rates of pupils' progress and achievement increase by:
 - ensuring that teachers have higher expectations of what all pupils can achieve
 - planning work that accurately matches the needs of each pupil and challenges all pupils sufficiently, particularly the most able
 - carefully marking pupils' work so they know exactly how to improve, and allowing pupils time to follow the advice they have been given
 - sharing the good and sometimes outstanding practice that exists in the school.
- Raise standards still further in reading by:
 - ensuring the teaching of phonics is always effective and is pitched at the right level of challenge for all ability groups, especially the most able
 - ensuring reading diaries strengthen home/school links and quickly identify the progress made by pupils
 - planning reading tasks that engage boys' interests and enthuse them to read at every opportunity for a range of purposes
 - developing strategies to provide pupils with more frequent opportunities to read individually to adults at school.
- Improve the provision in Early Years Foundation Stage so that children develop their communication and language and literacy skills at a faster rate, so that they are better prepared for their next stage of education.

Inspection judgements

The achievement of pupils

requires improvement

- Children enter school with skills well below what is typical for their age. During their time in the Early Years Foundation Stage they make steady progress. The attainment of all groups is improving, especially in physical development and personal and social skills, because of accurate assessments and good provision. However, during their time in the setting, there are missed opportunities to develop children's communication, language and mathematical skills. All areas of learning are not fully represented in weekly provision.
- At the end of Year 6, the lowest standards are in reading. In 2013, not enough pupils either reached or exceeded the nationally expected standards in reading. The high numbers of pupils joining or leaving the school part way through their learning can account for some of the fluctuations in overall achievement in reading in different classes and year groups.
- Pupils' progress varies from class to class and subject to subject. However, progress across the school over the current academic year has been faster than the same time last year. This is a sign that achievement is improving.
- Over time, progress has been fastest in writing and mathematics and slowest in reading.
- Most pupils enjoy reading and are keen to read. Most of the older pupils use phonics (letters and the sounds they make) well to work out words they do not know. The younger pupils are less confident in their reading skills and in working out unknown words when compared to many pupils of a similar age. Current school data and evidence seen on inspection, however, indicates that pupils' skills are improving.
- In the most recent national check on pupils' ability to link letters and sounds they make, which is carried out in Year 1, pupils performed slightly below that typical nationally, although the performance of girls was stronger than boys.
- Pupils known to be eligible for free school meals make similar or better progress than their classmates. This is because leaders within the school have established good systems to support their learning. For example, in the 2013 tests in mathematics, 11% more of these pupils achieved a Level 4 in mathematics and writing. In reading the figure was 3%. The school's current data indicates that this is continuing and that pupils known to be eligible for free school meals are doing as well as their classmates in all areas of work.
- Disabled pupils and those with special educational needs have constant help and are supported in their learning through a wide range of additional literacy and numeracy work. From their starting points, they make expected progress in reading, writing and mathematics, in particular the large proportion of current pupils supported through school action.
- The most able pupils are generally not challenged enough to achieve their best.
- Improvements in the curriculum are having a positive impact on writing. For example, Year 6 pupils writing about the rainforests showed good cross-subject links such as in using information and communications technology. Pupils wrote about 'The Jaguar' confidently, using emotive language such as, 'One who kills with one leap.'

The quality of teaching

requires improvement

- Teaching requires improvement because it does not consistently ensure pupils make the progress of which they are capable. There is too much variability between year groups and classes and in expectations of what pupils can do.
- In some lessons, work is often too easy, or for some too hard. As a result, some pupils do not fully stretch themselves or move on with their learning as quickly as they could, particularly some of the most able.
- Marking is too variable to support pupils' good progress over time. Sometimes it is excellent, but at other times it is just encouraging words, rather than informing pupils how to get better. Some

teachers give excellent advice and support on pupils' next steps in learning but often this is not taken up by the pupil or checked by the class teacher.

- The teaching of phonics (the sounds that letters make) is improving and current achievement would suggest that more Year 1 pupils will achieve the expected standards in the phonic check in 2014. However, phonics teaching groups are still too large, with all pupils being taught the same stages of learning. This results in some of the less able pupils finding their reading too hard and the most able finding it too easy.
- There are too few opportunities for pupils to read individually to adults in order to refine and extend their reading skills. Reading diaries that link home and school are often missing and at times simply not filled in. This means there are lost opportunities for teachers and parents to fully engage in reading and finding out the reading skills that need further developing, such as reading with expression.
- Lively questioning is often used well to encourage pupils to think about learning and develop ideas. For example, thought provoking questions helped pupils in a Year 2 mathematics lesson to consider finding quarters of amounts by sharing. All pupils were thoroughly engaged and wanted to show that their work was of a high standard.
- The use of teaching assistants to deliver specific support programmes is good. Teaching assistants were used effectively in all lessons observed by inspectors.
- In a Year 6 physical education lesson on handling skills in rugby, all pupils' skills were developed well. Pupils thoroughly enjoyed the lesson and had clearly gained in competence. Good coaching of skills clearly supported the ways pupils could improve.
- The practice of good teachers is not used sufficiently to show and model for others what highly effective teaching and learning looks like.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are polite, friendly, respectful and keen to make a good impression on visitors. They enjoy responsibilities such as being eco monitors, door monitors and lunchtime monitors in the dining room.
- Pupils enjoy school and want to do well. They demonstrate this through their attendance, which has improved over time and is now broadly average. They listen attentively and contribute confidently in lessons. They are interested in their learning, but their attitudes vary depending on the quality of lessons.
- Disruptions to lessons and the learning of other pupils are unusual. Parents and pupils had few concerns about standards of behaviour.
- Pupils form trusting relationships with staff and know that if they have concerns or worries staff will help them.
- The school's work to keep pupils safe and secure is good. Teaching ensures that pupils know how to stay safe in a range of situations, including using the internet. For example, they know the importance of having strong passwords when using the internet.
- Pupils say there is little bullying. They know that it is wrong and are confident that the teachers and teaching assistants will help them with any concerns they may have. Nearly all parents who responded to the school questionnaire, or on Parent View, feel that the school deals effectively with bullying.

The leadership and management are good

- The headteacher provides good leadership for school improvement and she is fully supported by her deputy headteacher in this role. Morale in the school is high.
- There are effective systems for checking the performance of staff. Senior and middle leaders conduct frequent assessments of staff and pupils' performance, then formulate plans for future development. A planned programme of lesson observations and discussions with staff ensure

that staff and senior leaders know what is happening in the school.

- School self-evaluation and identifying what it does best and what needs developing is honest and accurate. As a result, plans for school improvement are starting to have impact. An example of this is the current achievement in all subjects is increasing quickly in Key Stages 1 and 2.
- There is a rigorous analysis of data about pupils' attainment and progress. Such analysis informs the clear and detailed plans for school improvement, which are leading to improvements in pupils' learning.
- The curriculum provides for learning in reading, writing and mathematics and other subjects such as art and physical education. It promotes pupils' spiritual, moral, social and cultural development well by ensuring pupils are reflective about beliefs and values. An example of this is in Key Stage 2 where pupils have been learning about Ancient Greeks. One pupil had written a letter asking to be considered for the post of 'hero' and confidently gave reasons relating to trust, bravery and hard work.
- Leaders in the school are working hard to ensure that pupils have an equal opportunity to reach their potential and that there is no discrimination. For example, the school has been successful in closing the gap between the standards reached by all pupils supported by the pupil premium and other pupils. Leaders realise that there is still work to do to now narrow the gap still further between boys' and girls' achievement, particularly in reading and the achievement of the most able.
- The primary sports funding has been well planned and current school funding is used effectively to develop competitive sport as well as ensuring teachers are better supported in delivering high quality physical and games lessons.
- The school has a very positive relationship with most parents and carers, who say that they find the school approachable and very helpful.
- Safeguarding arrangements are good and meet current requirements.
- The local authority has an accurate view of the school. The headteacher has welcomed visits relating to school improvement, which have contributed to recent improvements. The local authority has offered advice and guidance through the Standard and Effectiveness Partner.
- **The governance of the school:**
 - The governing body offers support and rigorous challenge to school leaders, which have ensured that standards are starting to rise. Governors are well informed by leaders in the school. An example of this is the way governors are informed about the achievements of all pupils and the current good progress this year in school. The governing body is fully aware of how teaching has improved and what measures have been taken to challenge weaknesses in performance. This is clearly linked to performance management of staff and teachers are rewarded with salary rises appropriately. Finances are well managed and governors clearly know, for example, how the pupil premium funding is spent and what impact this has had on pupils' achievement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106740
Local authority	Doncaster
Inspection number	443824

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	355
Appropriate authority	The governing body
Chair	Patricia Astbury
Headteacher	Janet Witton
Date of previous school inspection	15 November 2010
Telephone number	01302 368879
Fax number	Not applicable
Email address	head@lakeside.doncaster.sch.uk

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