

Inspection of a good school: Lakeside Primary Academy

Oakdale Road, Clifton Moor, York, North Yorkshire YO30 4YL

Inspection dates:

14 and 15 September 2022

Outcome

Lakeside Primary Academy continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to this happy, caring school. They are well behaved, polite and eager to talk about what they like about their school. They are engaged in their lessons. At social times, they play actively and benefit from the activities that are provided for them. Leaders have high expectations of pupils. They rise to meet these. Pupils achieve well.

Pupils feel safe at school. Bullying is a rare event. They feel confident that if they have a problem, staff will support them. Daily check-in sessions and worry boxes give pupils ways to raise any issues with staff. Older pupils talk maturely about the school's values: respect, self-belief and resilience. They relish the leadership opportunities they are given, which include eco-warriors, digital leaders and sports leaders.

Pupils are very positive about the range of clubs and activities on offer. They include an extensive range of sports clubs, as well as arts and crafts, gardening and chess. Leaders work hard to try and identify activities that will interest all of the pupils.

What does the school do well and what does it need to do better?

Leaders have created a broad and rich curriculum which they keep under constant review. They are reflective and always open to ways that things could be made even better. Leaders have identified areas of the curriculum that they want to improve further. This is to ensure that pupils can build on existing knowledge and apply this confidently across the curriculum.

Reading is priority. A new scheme for teaching phonics was introduced last year. Staff are very positive about the training they have received. Teachers deliver the school's chosen phonics programme effectively. The library has been developed to supplement the reading materials in classrooms. Pupils are read to every day. In story time, teachers introduce books for older pupils to encourage them to read for pleasure. Younger pupils get to vote for the stories they want to hear. However, not all the books that early readers are asked

to read match their reading knowledge, which means that they can have difficulty in reading the text. Some older pupils are also not so positive about reading.

Pupils are very positive about mathematics, often citing it as one of their favourite subjects. Pupils like that they are given problems to solve and encouraged to learn from their mistakes, rather than being frightened to make them. The teaching of number is well planned in Reception Year and, although formal teaching had not yet started at the time of the inspection, children were already 'buying' their breaktime fruit with plastic money. Older pupils are confident in their knowledge of times tables. Pupils with special educational needs and/or disabilities (SEND) are supported well. They access the full curriculum, or, where appropriate, follow a more bespoke offer. Teachers are confident in the teaching of mathematics. They are positive about the support and training they have received to deliver the mathematics curriculum.

There is a new curriculum in physical education (PE). Pupils enjoy the subject. They are able to talk confidently about the sports they are currently learning. Some of the PE curriculum is delivered by specialist staff, with class teachers supporting. This helps teachers to develop their knowledge of high-quality PE delivery. However, some pupils cannot remember key knowledge from past learning. This means that some pupils are not able to build on their prior knowledge. This is the case in some other subjects, in addition to PE.

The personal development of pupils is a priority for leaders. Leaders ensure that the curriculum is enriched by the many clubs on offer. Trips are used to enhance what pupils study, for example a group are visiting a railway museum later in the month. The emphasis on pupils' personal development also supports the positive behaviour of pupils. Reception Year children learn the routines and expectations that make Lakeside such a positive place to learn from the very beginning.

Staff are proud to work at the school, which they say is well led by the headteacher. The school is well supported by the multi-academy trust, for instance in developing the mathematics curriculum.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Leaders ensure that the correct procedures are followed when appointing staff. Thorough records are kept of any concerns. Prompt referrals are made if they are required. Leaders are prepared to be relentless in pursuing concerns with external agencies if they believe that pupils need support. Staff receive regular training and understand their responsibilities in keeping pupils safe. Staff ensure that pupils know how to keep themselves safe, including when online. This work is well supported by the trust and governing body.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that the books that pupils read are appropriately matched to their current knowledge. This means that some pupils struggle to read books they are given. Leaders should ensure that teachers' assessment of reading is precise so that pupils read books that are carefully matched to their reading knowledge.
- In some foundation subjects, the curriculum is not supporting pupils to remember important knowledge. As a result, pupils can struggle to apply previous knowledge as they move through the school. Leaders should ensure that teachers provide regular opportunities for pupils to review and recall key knowledge. This will enable pupils to develop a deeper understanding of important subject concepts and be able to build on this knowledge.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Lakeside Primary School, to be good in June 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144710
Local authority	York
Inspection number	10241368
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	Board of trustees
Chair of trust	Tricia Ellison
Headteacher	Helen Hayes-Smith
Website	www.lakeside.ebor.academy
Date of previous inspection	Not previously inspected

Information about this school

- The school has decreased in size, with the admission number dropping from 60 to 45.
- The headteacher was appointed in September 2018.
- A new chair of governors was appointed in June 2022.
- The school does not use any alternative provision.

Information about this inspection

- The inspector carried out deep dives in early reading, mathematics and PE. For each deep dive the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- The inspector met with the headteacher, assistant headteachers, subject leaders and other members of staff. The lead inspector met with those responsible for governance, including the chair of the governing body, the chair of the trust, the chief executive of the trust and the director of education of the trust.

- The inspector observed pupils' behaviour both in lessons, at breaktimes and at lunchtimes. The inspector gathered pupils' views from both formal and informal discussions.
- The inspector scrutinised a range of documentation, including the school's self-evaluation and improvement plan.
- The inspector checked the school's single central record, met with the school's designated safeguarding lead, and reviewed safeguarding information.
- The inspector met with parents and carers. They took account of the responses to Ofsted's parent survey, Ofsted Parent View. The inspectors also took account of the responses to Ofsted's staff survey.

Inspection team

Andrew Cummings, lead inspector

Ofsted Inspector

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