

3rd December 2015

Dear Parent

Ofsted Action Points: What progress are we making?

In May 2015, Ofsted visited the school to carry out a two-day inspection. They judged our Sixth Form to be Good and asked us to make improvements in several areas. You can find a full copy of the Ofsted report on our website by following this link <http://thelakesschool.com/the-lakes-school-cumbria/ofsted-2/>.

You will no doubt be pleased to hear that we have all been working hard to secure rapid improvements at The Lakes School to ensure that we are judged as Good at our next full inspection which should take place within the next 18 months. We will soon be visited by an inspector for a Section 8 inspection which is a one-day visit to check the progress we are making. We will of course let you know the outcome of this visit.

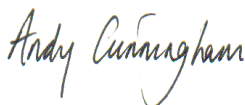
The Governors and I would like to share with you the progress we have made since our inspection in May. The table attached provides a summary of the work we have been doing and the impact it has had on our students. You will also find a short overview of our plans for each area and we will update you on our work again in the spring term.

How can you help? Just prior to our inspection in May 2015, a number of you expressed your support for The Lakes School through the Ofsted Parent View website. Inspectors value the opinions of parents in making a judgement about the school so we would invite you to express your views by following this link <https://parentview.ofsted.gov.uk/login?destination=give-your-views>. Following a quick registration process, you will be able to complete a short survey; this is done anonymously and we are unable to identify your individual responses. Thank you in advance for taking the time to support The Lakes School.

In closing, on behalf of all of the staff at The Lakes School, the Governors and I would like to thank you for your continued support as we go from strength to strength. Many of you have told us recently that we are doing all the right things to help get the best out of your child and you can be sure that we will continue to listen to your feedback so that we continue to improve the service we provide.

We hope you enjoy reading the summary of our work and encourage you to get in touch if you would like to discuss any aspect of the school.

Yours sincerely



Mr A Cunningham
Headteacher



Mrs E Bagnall
Chair of Governors



Mr P McDougall
Vice Chair of Governors

| Area for Improvement | Summary of our work and impact on our students December 2015 | | | | | |
|---|---|---------------|----------------|----------------|----------------|----------------|
| Ensure that good progress is made by all students | <p>Our Ofsted report from May 2015 stated that the changes we were making at the school were having a positive impact on the achievement of students in Years 7 to 10. Following Assessment Point 1 in October, our whole school data shows that Year 11 and Year 10 students are projected to achieve GCSE results in 2016 and 2017 that are above the national average. Our current projections also indicate that, on average across Years 11 and 10, students are making good progress. On average, across their subjects, the data for our Year 12 and 13 students shows that they are also making good progress.</p> <p>The Future: As you would expect at this time of the year, there are a number of students who require support to help them improve the progress they are making. We have very high expectations at The Lakes School so here are some of the things we are doing over the next few weeks and throughout the year to help all of our students improve the progress they are making.</p> <ul style="list-style-type: none"> • Our teachers plan and put in place support and interventions in their classrooms to help their students improve between one Assessment Point and the next. • Each subject area reviews the progress students are making after each Assessment Point and puts in place a programme of support for students who are below target. • We use a Lesson 6 report with some students who need to improve their Attitude to Learning. Parents are hugely supportive of their child stopping behind after school to complete work they may not have completed during the day. • Our English and Maths teachers have recently invited parents in for meetings to discuss their child's progress; particularly for those students who are performing below target in Year 11. • The Senior Leadership Team and Subject Leaders are working closely together to review student progress and provide support where needed. This is helping to develop our culture of high expectations across the school and ensures that no child is left behind in any subject. • We are improving the content of our reports to parents to provide you with more information about your child; you told us that this was an area we needed to improve. • Our This is You assemblies help each student understand that they have a role to play in helping their year group improve its overall achievement, attendance and Attitude to Learning. • Our Learning Support Team review the progress made by students who need support and modify the help we provide to them to make sure we get the recipe right for each child. • We are currently reviewing our approach to tracking the progress made by our Pupil Premium students to ensure that we are providing them with the right support. | | | | | |
| Eradicate low level disruption | <p>We now have very good systems for recording merits and the different types of behaviour incidents that occur during the day. The Lakes School continues to be a safe and harmonious place. We now use SIMS InTouch to keep our parents informed on a daily basis about incidents relating to their child and this has led to a very strong partnership developing between home and school. Thank you to all of those parents who get in touch after receiving a message offering your support in working with your child to reduce the number of incidents that occur.</p> <p>During the first half of the autumn term there were 222 recorded incidents of low level disruption across the whole school. This represents a reduction of 36 similar incidents compared to the same period last year. Attitude to Learning has been a focus for us this term and we are pleased that fewer students have an Attitude to Learning score that is 2 or lower. In fact, here are the average Attitude to Learning scores for all students across each year group. You can see that they are well above 3 and indicate that the vast majority of our students are displaying an Attitude to Learning that will help them achieve or exceed their target grades.</p> <table border="1" data-bbox="320 1323 1533 1352"> <tr> <td>Year 7 = 3.76</td> <td>Year 8 = 3.89</td> <td>Year 9 = 3.63</td> <td>Year 10 = 3.65</td> <td>Year 11 = 3.59</td> </tr> </table> <p>You might like to visit the Attitude to Learning page on our website to find out what the different scores mean for your child.</p> <p>The Future: During the spring term we will be working with students on their Attitude to Learning and teaching them strategies and techniques that will help them become better learners. We will also be looking at strategies we can use as teachers to continue to reduce the number of incidents of low level disruption in the classroom so that students can continue to make great progress.</p> | Year 7 = 3.76 | Year 8 = 3.89 | Year 9 = 3.63 | Year 10 = 3.65 | Year 11 = 3.59 |
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| Ensure that questioning is consistently skilful | <p>Our teaching staff have accessed several training sessions about higher order questioning and have shared best practice across different subject areas. Our teachers have developed guidance for each other about the most effective approaches to questioning and this has been shared with all staff. Our lesson observations since September show that teachers are now more frequently using more challenging questions that require our students to think more deeply about the work they are doing.</p> <p>The Future: Our teachers will be sharing their best practice over the next two months and helping each other to develop their questioning skills, strengthening the learning experience of all students across the school and helping every child make progress.</p> | | | | | |
| Ensure that marking provides consistently good advice for improvement | <p>Our English department have set out expectations for all teachers about how to help students improve their English skills when marking their work. This includes annotation like SP for a spelling error accompanied by the correct spelling modelled or a letter P for a punctuation error. Our work reviews show that more teachers are supporting all students with the development of their English skills as a result of this advice.</p> <p>Our teachers have accessed training sessions on the features of the best marking and feedback and how this can help students make excellent progress when they are given time to respond. Our teachers have shared their own approach to marking with their colleagues. Our work reviews show that teachers are increasingly</p> | | | | | |



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| | <p>providing feedback that challenges students to make progress through extension tasks and questions that encourage students to think more deeply about their work.</p> <p>The Future: We are currently reviewing our marking and feedback policy which will be shared with all staff during the next few weeks, helping us to further embed a consistent approach across the school.</p> |
| Encourage students to think deeply about concepts | <p>Our teachers have accessed training on deep concepts and have identified the deep concepts that underpin higher level achievement in their subject area. Lesson observations show that our teachers are now sharing with students the deep concepts that relate to each lesson so that they understand how their work links to their GCSE, A-Level and degree level studies. Through assemblies, our students have been taught about deep concepts and told that their teachers will be sharing deep concepts with them in their lessons.</p> <p>The Future: We are looking forward to talking to our students to find out about their experience of learning deep concepts across the full range of subjects that they study.</p> |
| Ensure that presentation in students' books improves | <p>We have begun talking about our common expectations of how students present their work. These discussions have focused on handwriting, layout of work and how those expectations might be particular to certain subjects.</p> <p>The Future: During the spring 2016 we intend to publish our expectations about the way students should present their work. It is important that we help students maintain the pride in their work that they learn whilst in Primary school.</p> |
| Reduce a reliance on worksheets | <p>Sometimes, worksheets are the best tool for helping students to learn but there are often more interesting and exciting ways for students to consolidate and acquire new knowledge, skills and understanding. Our lesson observations show that teachers are using a wide variety of activities across the school to engage students and help them make rapid progress.</p> <p>The Future: Teachers will continue to share their outstanding ideas for learning activities to inspire students across the full range of subjects.</p> |
| Share the pockets of excellent practice more widely across the school, and between subject areas | <p>We are now sharing best practice more regularly across the school. Here are some of the things that our staff have been learning about from each other:</p> <ul style="list-style-type: none"> • We have used some of our excellent systems for managing data about student achievement to improve the ways that we manage data about pastoral aspects such as attendance, behaviour and Special Educational Needs and Disabilities. • Teachers have been learning from each other about best practice in questioning and providing the most effective written feedback to students. • The Senior Leadership Team have been learning from Subject Leaders about the kind of information they need to better lead their subject. <p>The Future: Our professional development programme for the rest of the year includes many opportunities for teachers, Subject Leaders and Senior Leaders to share their most effective approaches to teaching, being a Form Tutor, subject leadership and senior leadership.</p> |
| Ensure that systems used to monitor achievement and the quality of teaching and learning continue to have a positive impact on achievement | <p>Ofsted told us that they were impressed by our systems for monitoring achievement and the quality of teaching and were pleased with the impact they were having throughout the school. Since our inspection in May, we have continued to improve the way we use our information management system and we are making it easier for teachers, Subject Leaders and Senior Leaders to interpret data about the achievement of our students. This is helping us respond quickly and provide support for students who are below target. We believe firmly that no child should be left behind and our monitoring systems are making sure that we quickly spot students who need support and that we put that support in place promptly.</p> <p>The Future: Our Data Officers for Achievement and Pastoral matters are helping us make rapid improvements to the way we use our information management system. We have further developments planned for the New Year that will further help our teachers ensure that all students are supported to achieve and exceed their target grades.</p> |
| Establish more robust systems to track behaviour and attendance | <p>We are now in a much stronger position to make use of the behaviour and attendance data we collect about each student. We are using our attendance data to target our support at students who have attendance figures below 95% and, every day, our behaviour reports help us focus our energy on students who need help in managing their behaviour. Currently, our whole school attendance is at 95.6%. This is ok, but we hope to see all of our students keeping their attendance well above this figure for the remainder of the year. We have more students with an attendance of 100% at this point in the year than we did last year.</p> <p>One of the great positives at The Lakes School is the very low number of behaviour incidents that occur on any given day. High level incidents are rare and our Pastoral Managers focus their work on the small number of students who need support to manage their behaviour.</p> <p>The Future: We have some key developments planned for the way we use our information management system and further training for all staff in how to quickly access the information they need to be an effective teacher, Form Tutor, Subject Leader or Senior Leader.</p> |
| Improve attendance | <p>We know that high attendance is a key factor in students achieving their potential. There is no substitute for being in lessons with the inspirational teachers we have at The Lakes School. We have a team of staff that work with students in all year groups to improve their attendance and we value the commitment of parents who ensure that their children attend school regularly.</p> <p>The Future: We will continue to look closely at our attendance data and, through our Education Welfare Officer, continue to support students to improve their attendance.</p> |



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