

# Lovers Lane Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	122595
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	359279
<b>Inspection dates</b>	18–19 November 2010
<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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brenda Adlard
<b>Headteacher</b>	Sarah Holland
<b>Date of previous school inspection</b>	5 March 2008
<b>School address</b>	Warburton Street Newark NG24 1LT
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## Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons and saw seven teachers. Meetings were held with staff, representatives of the governing body and pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of staff and governing body meetings, the school development plan, progress monitoring records and school policies. The responses to 36 parental questionnaires were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Does school data and current performance confirm that pupils are continuing the upward trend of improving achievement?
- Do the quality of teaching and the use of assessment data correlate with pupils making good progress?
- What actions have been taken to ensure sustainable improvement is not affected by leadership changes?

## Information about the school

This is an average size primary school where most pupils are from White British backgrounds. There are an increasing number of pupils from different ethnic backgrounds, mainly from European backgrounds, with a few who are at the early stages of speaking English. The percentage of pupils known to be eligible for free school meals is well above average. The school has an above average proportion of pupils who have special educational needs and/or disabilities which cover a wide range. The Early Years Foundation Stage provision is provided in a Nursery class and a Reception class. The headteacher joined the school in an acting capacity in September 2010 and was appointed to the permanent post at the start of this month. The school has obtained national Healthy Schools Gold Status and has been awarded the Eco School Green Flag.

**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**

**3**

## Main findings

The school provides a satisfactory education. The attainment of pupils at the end of Year 6 is broadly average, representing good progress from their below expected starting points. Pupils learn well because of good teaching. In a minority of lessons, assessment systems are not used consistently to ensure work is sufficiently challenging for all pupils to enable them to work independently and make even more progress. Marking of pupils' work has improved since the previous inspection but advice is not always given on how to improve and follow up on the teacher's comments. Following a period of several years with broadly average attainment, the 2010 Key Stage 2 attainment results were well below average as a result of inadequate progress in the pupils' final year. Action has already been taken to ensure this is not repeated and the current Year 6 pupils are on course to attain broadly average standards in English and mathematics.

Relationships are good throughout the school, and pupils are polite and friendly to visitors. Within classes, the behaviour is good and during the inspection there was no unacceptable behaviour seen around the school. Both parents and pupils raised concerns about behaviour and bullying which they say deteriorated towards the end of the previous academic year. While pupils say they feel very safe and enjoy school, it is the behaviour of a small minority of pupils which they identify as needing improvement. The inspection team judge behaviour to be satisfactory overall and this is a judgement that limits the overall effectiveness of the school to being satisfactory.

The inadequate progress made last year by the Year 6 cohort demonstrated that management systems were not sufficiently embedded to prevent such occurrences. There is secure evidence in the school that the disruption to pupils' progress only affected that year group and only for that year. The new headteacher, with very good support from the local authority and partnership arrangements, has already ensured that systems are more robust and secure. Self-evaluation of the school is very accurate and the school improvement plan is focused on the correct issues to raise attainment. Since the previous inspection the Early Years Foundation Stage has improved and is now good. While leaders have now ensured teaching is good throughout the school and that pupils' progress is closely monitored, the school's capacity to improve is judged to be satisfactory because at present there has been insufficient time to show sustained improvement.

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

- Raise attainment in English and mathematics by:
  - ensuring that assessment data is used consistently in lessons so that pupils are given work that challenges them and develops their skills of independent learning

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- improving the quality of marking so that pupils are always given guidance on how to improve their work, and introducing systems to give them time to follow up on these comments.
- Improve the management of behaviour around the school so that all behaviour matches the good behaviour seen in lessons.
- 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.

**Outcomes for individuals and groups of pupils****3**

Children currently enter the Early Years Foundation Stage with skills below those expected for their age. Progress is good throughout the school. Attainment levels throughout the school are currently at expected levels. In most lessons, pupils are given appropriate work and, because of the good relationships that exist, they really enjoy their learning and achieve well. Many of the lessons are linked to themes such as art or history to make them interesting. In a Year 3 literacy lesson about composing a sentence to describe a setting, pupils were keen to answer questions because they were fully involved in a lesson where the pace of learning was good. In some lessons pupils said they found the work too easy. The additional support provided for all groups of pupils who need extra help, including those with a wide range of special educational needs and/or disabilities, ensures that all make the same good progress. The few pupils who are at the early stages of speaking English quickly start to make good progress because staff have been trained how to support them.

Pupils say they get on well together and that they all give each other good support. They enjoy school and are very clear that they feel safe because adults are always around to look after them. Although they do not feel at risk, they would like to see behaviour better managed as some pupils do cause a few problems outside of lessons. Pupils adopt healthy lifestyles by eating the right foods and participating regularly in sport, reflecting the school's Healthy Schools Gold Status. Pupils make a satisfactory contribution to the school community by helping in class and through the school council. A keen awareness of ecological issues has led to the school being awarded the Eco School Green Flag. In the wider community they join in sport competitions and raise funds for charities. Pupils' spiritual, moral, social and cultural development is satisfactory.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<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>3</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 good as a result of teachers having good subject knowledge and planning lessons which are enjoyable and interesting. There are good links between subjects and clear learning objectives are shared with pupils. In the vast majority of lessons seen the work was matched to the groups' abilities based on assessment data on pupils' prior attainment. However, within the groups the work is not always sufficiently challenging for all pupils. In most lessons, teachers use the interactive whiteboards well to engage pupils during the introductory part of the lesson. In a Year 1 numeracy lesson, there was excellent use of resources with a puppet used to introduce the learning objectives and a number line employed to illustrate counting in twos, fives and tens. Teachers mark pupils' work regularly but the marking does not always tell pupils how to improve. Teachers make full use of advice available to them. For example, in a Years 5 and 6 numeracy lesson the partnership with a local authority maths consultant is shining through in purposeful and focused activities to help pupils progress in their learning.

There is an ongoing process in place to ensure the curriculum is adapted to meet the needs and interest of pupils. The key driving force to help pupils achieve well is enjoyment. The school's medium-term planning ensures good cross-curricular opportunities and local authority initiatives are used to enhance the learning experiences. The curriculum provides good support for those with special educational needs and/or disabilities but does not always give the more able pupils the opportunities to extend their

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learning in lessons. There are a wide range of well supported activities and trips out include a residential visit to Cumbria. There are opportunities for pupils to learn about world faiths and cultures within the curriculum and some international links are being developed.

Care, guidance and support are good. Procedures to promote improved attendance are good and have had a significant impact. Procedures to promote good behaviour have been effective in lessons but have not yet impacted fully around the school. The transition arrangements from class to class are good, enabling pupils to settle quickly. All aspects of health and safety are applied well. There are good arrangements to support pupils with specific needs with teaching assistants used effectively. The good care is extended beyond the school day with well managed breakfast and tea-time clubs.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher is supported by staff and members of the governing body in her drive and vision for improving the school further. Improvement is particularly evident in the Early Years Foundation Stage. The governing body ensures that all statutory requirements are met and provides satisfactory support and challenge to the leadership team. Leaders have an accurate view of the school's strengths and weaknesses, and have had a good impact on improving teaching through training and support.

Data on pupils' performance are analysed for any differences in achievement and action taken where necessary. The school's good work to promote equal opportunities and avoid discrimination ensures that variations in progress between groups are being eliminated. Relationships are good and the school is generally calm and purposeful.

Leaders have developed the school as a cohesive community. They have a good knowledge and understanding of the local community. Links to the wider communities are developing well and there are purposeful partnerships with many local groups and schools. The leaders have good plans in place to develop meaningful links further afield but these are at an early stage. Parents and carers are very satisfied with the school and are consulted through questionnaires as well as being given information through newsletters. Parents are very pleased with the flexible admission arrangements into the school and also the extended day opportunities provided.

Safeguarding procedures are well developed. All aspects of risk assessment are secure and the required checks on adults who work in school are carried out. The curriculum ensures that pupils understand very well how to keep themselves safe. The school works

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well with external agencies when necessary to support pupils and has effective procedures for ensuring all staff are well trained in child protection procedures.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</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>2</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>2</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

The Early Years Foundation Stage provides a good start to children's education. Children start with skills below those expected for their age and are making good progress as a result of good teaching. Staff are enthusiastic and work as a cohesive team with high expectations. The stimulating environment and imaginative curriculum promote children's learning well in all six areas. Within the classroom children enjoy the enthusiastic teaching and especially the interactive sessions when, for example, they use the interactive white board to check the answers. They also enjoyed the opportunities to choose their activities and developed good skills both socially and physically when using the car wash in the outdoor learning area. This activity also contributed well to their preparation for their future lives as they role-played both customer and attendant.

Assessment opportunities are planned and carried out through observations of individual children and this feeds into their 'learning journals' and the Early Years Foundation Stage profile. Welfare provision is good and the classrooms and the playground are secure and safe areas. Children are taught how to stay safe and there are well established routines to ensure hygiene and health and safety procedures are followed.

Class management is skilled and results in good behaviour. The shared leadership is well established and works well because both leaders complement one another. Leaders know the strengths of the Early Years Foundation Stage and the areas for development well. The provision has improved from satisfactory to good since the previous inspection. There are strong and effective partnerships with parents and carers and with the local authority to support the good care provided.



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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>2</b>
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Only a small minority of parents and carers responded to the questionnaire with most saying that they are very happy with all aspects of the school. Their views were in general agreement with the inspection findings. The only significant concerns raised were about the way behaviour is dealt with and that the school does not always listen to parents' suggestions. The concerns about behaviour were also identified by the pupils. Inspectors investigated these concerns. They found that, while pupils' behaviour around the school is an area needing improvement, there have already been improvements in the way parents can communicate with the school. As one parent commented, 'The new headteacher seems to be doing a great job and has made a big effort to get to know the children and the parents.' A very few parents or carers had individual concerns which were not consistent with other inspection evidence.

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

Ofsted invited all the registered parents and carers of pupils registered at Lovers Lane Primary and Nursery 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	56	15	42	1	3	0	0
The school keeps my child safe	17	47	16	44	3	8	0	0
My school informs me about my child's progress	14	39	21	58	0	0	0	0
My child is making enough progress at this school	18	50	16	44	2	6	0	0
The teaching is good at this school	20	56	13	36	1	3	0	0
The school helps me to support my child's learning	16	44	18	50	1	3	0	0
The school helps my child to have a healthy lifestyle	14	39	21	58	0	0	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)	14	39	20	56	0	0	0	0
The school meets my child's particular needs	13	36	21	58	1	3	0	0
The school deals effectively with unacceptable behaviour	8	22	14	39	9	25	2	6
The school takes account of my suggestions and concerns	8	22	20	56	5	14	0	0
The school is led and managed effectively	14	39	18	50	1	3	0	0
Overall, I am happy with my child's experience at this school	16	44	17	47	1	3	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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.**



22 November 2010

Dear Pupils

**Inspection of Lovers Lane Primary and Nursery School, Newark, NG24 1LT**

Thank you for welcoming us and helping us when we came to your school. We really enjoyed talking to you in lessons and around the school. Your school is giving you a satisfactory education. You are making good progress in your work and are able to do the things that we usually expect by the time you reach the end of Year 6. There are many good things about your school and these are a few of them.

You are happy and enjoy being at school because the adults look after you well.

You all get on well together.

You told us you feel very safe in school.

Teaching is good.

There is a good partnership between the school and your parents/carers.

The school ensures you all make the same good progress and have the same opportunities.

There are a few things we have asked your school to do to make it even better.

Make more consistent use of information about what you know and can do to ensure that you are all set work that is challenging and helps you develop your skills of working on your own.

For teachers to always give you advice on how to improve when marking your work, and to give you time to follow up the advice.

Improve procedures to ensure that behaviour is as good around the school as it is in lessons.

You can help by continuing to work hard and behaving well at all times.

Yours sincerely

John Horwood

Lead inspector

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