

# Lawrence Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	130395
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	360136
<b>Inspection dates</b>	19–20 January 2011
<b>Reporting inspector</b>	Clare Henderson

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>	419
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Marlene Taylor
<b>Headteacher</b>	Mr Mark Rigby
<b>Date of previous school inspection</b>	6 February 2008
<b>School address</b>	Lawrence Road Liverpool Merseyside L15 0EE
<b>Telephone number</b>	0151 733 3558
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 21 lessons taught by 16 different teachers. The inspectors held meetings with members of the governing body, staff and pupils, observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment, the curriculum, the school's development plan and the way in which the school evaluates its own performance. Inspectors scrutinised the views of staff and pupils and analysed 145 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress of all pupils and, in particular, that of boys and the more-able pupils in English and mathematics.
- The quality of pupils' involvement in school and the wider community and their spiritual, moral, social and cultural understanding.
- The quality of teaching and learning, assessment and the curriculum, and the impact they have on pupils' achievement and enjoyment of school.
- The quality of leadership and management and the school's capacity for sustained improvement.

## Information about the school

This school is much larger in size than other primary schools. The proportion of pupils known to be eligible for free school meals is high. There are high proportions of pupils: with special educational needs and/or disabilities; from minority-ethnic groups; who speak English as an additional language; and who join the school at times other than the start of the school year. The school has gained Investors in People, Activemark, Intermediate International Schools, Basic Skills Quality Mark and Healthy School status.

Privately run before- and after-school provision is situated within the school building. This provision was subject to a separate inspection and a report can be found on the Ofsted website.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. It is harmonious and extremely welcoming, in particular to the high proportion of extremely vulnerable pupils who join the school through the school year. The vast majority of pupils, parents and carers agree with this view. Pupils say they enjoy school because, 'It's full of life and teachers care about you' so confirming good levels of care, support and guidance. There are outstanding support systems that enable those with special educational needs and/or disabilities and those newly arrived from other countries to thrive and to feel safe and happy.

The children join school with starting points well below those expected for their age. On leaving Year 6 their attainment is generally below average in English and broadly average in mathematics. This is despite a high proportion joining school within Key Stages 1 and 2. Attainment by the end of Key Stage 2 indicates good progress for all groups of pupils. Good partnerships between home and school contribute well to pupils' enjoyment of school. However, despite the school's strenuous efforts and improved attendance rates since the last inspection, attendance remains low. The good home-school links are still to impact on a significant minority of parents and carers to ensure that their children attend school every day.

Pupils are taught well and the good quality curriculum provides good opportunities for them to develop their confidence and well-being. However, pupils are not consistently provided with opportunities to practise and extend their speaking and listening skills across all subjects. In a small minority of lessons, the more-able pupils are not sufficiently challenged to reach higher levels of attainment. Furthermore, teachers do not consistently provide pupils with enough opportunities to write at length in English lessons. Pupils' spiritual, moral, social and cultural development is good. They are proud to belong to their school and community. Behaviour is good and pupils show a good understanding of how to lead a healthy and safe lifestyle.

The school has formed an accurate view of its performance. The headteacher and other leaders have correctly identified any weaknesses in provision and set clear directions for improvement. The effective drive for further development shared by all, coupled with the rigorous checks on pupils' outcomes and the quality of provision, confirm the school's good capacity for sustained improvement.

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

- Raise pupil attainment and accelerate progress by ensuring:
  - pupils are consistently provided with opportunities to practise and extend their speaking and listening skills across all subjects of the curriculum

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- lessons consistently challenge the more-able pupils to achieve the higher levels of attainment
- pupils are provided with opportunities for writing at length in English lessons.
- Improve rates of attendance by working more closely with parents and carers to emphasise the importance of their children attending school every day.

**Outcomes for individuals and groups of pupils****2**

Pupils' achievement is good because most are enthusiastic and work hard in lessons. They enjoy learning particularly when activities are practical, involve them in a trip or give them time to discuss what they are learning. In a Year 5 English lesson, speaking and listening skills were developed very effectively as pupils worked in groups in editing and improving their writing about road safety. However, this level of pupil involvement was not evident in all lessons observed. Discussion with pupils, scrutiny of their books and the school's own data show that attainment is broadly average in mathematics and below average, though not significantly so, in English. A decline in pupil attainment since the last inspection in English reflects the increase in the proportion of pupils new to the school, at an early stage of learning English or who speak English as an additional language. For instance, in the current Year 6, 14 of the 59 pupils have been in the school for fewer than two years. Pupils who remain in school from Reception to Year 6 make good progress in English and mathematics. Pupils with special educational needs and/or disabilities make good progress. Their work with specialist support staff and teaching assistants develops their self-esteem effectively and has a positive impact on their learning.

Pupils say they are confident they could go to any adult for help. They say that the few instances of bullying which arise are quickly resolved by adults. Pupils value the good range of opportunities they have to contribute to school and community life. They speak with pride of their work as play leaders, helping classmates stay happy and safe at lunchtimes, or when working with the local police to produce a film to improve road safety in the neighbourhood. However, a significant minority of pupils miss out on such exciting activities through high rates of absence. Consequently, pupils develop satisfactory rather than good workplace skills and preparation for their future lives. Meaningful assemblies and good links with pupils with other religions and cultures accelerate pupils' spiritual development and understanding for others to a good level.

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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>2</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>2</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>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</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?

Relationships and the quality of care for pupils' personal well-being are strengths. Good assessment and class-management systems ensure pupils know exactly what is expected of them and, consequently, they behave well and enjoy their learning. In the best lessons, practical and challenging activities provide good opportunities for pupils to discuss and share their ideas and ensure all pupils, particularly the more able, make good progress. However, there are occasions when the more-able pupils do not consistently receive work that challenges them to meet the higher levels. In the minority of lessons that are satisfactory rather than good or outstanding, teachers spend too long explaining activities and the pace of learning slows. Support staff provide effective support including the use of pupils' home languages as and when needed.

The curriculum is beginning to be taught through topics and themed weeks so that links are made between subjects. However, there are not enough opportunities planned for pupils to practise and extend their speaking and listening skills across all subjects of the curriculum or write at length in English lessons. Art, drama and an opportunity to learn Spanish are good features of curriculum entitlement. A good range of visitors and visits, for instance, Year 1 pupils visiting Tatton Park where they attended Cinderella's ball, impacts well on pupils' confidence and knowledge of British culture and traditions.

Learning mentors work very effectively to provide excellent support for pupils whose circumstances make them extremely vulnerable. High-quality care plans, very thorough

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pastoral care and support for refugee/asylum seekers, and the help for some families to overcome major traumas and settle in Britain are remarkable. Relationships are good, pupils have confidence in staff and projects such as therapeutic play enable pupils to make good progress in their personal and academic development. Transition arrangements to high school are carefully planned through good partnerships and networking with local schools. The school has increasingly effective strategies to improve attendance, including giving pupils who are persistently absent individual support on their return to enable them to begin to catch up on what they have missed. However, more work is needed to engage those families who do not understand that attending school every day is expected and essential to ensure that their children achieve their best.

*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	2
<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 school is well led. Close attention is paid to ensure provision meets pupils' needs. Subject and senior leaders' thorough checking of pupils' progress leads to appropriate amendments in provision but these have not yet resulted in consistent challenge for the more-able pupils. Racism or harassment of any form are not tolerated and the ethos of 'everyone is valued', firmly established in the school, promotes good equality for all. Links with parents and carers are good. The school grasps every opportunity, through regular information meetings, use of translators and the effective website, to gauge and respond to their views. However, more work is necessary to raise rates of attendance. Members of the governing body, whilst being supportive of all the school does, continually challenge school improvement. Good safeguarding procedures, which are central to all the school does, contribute effectively to pupils feeling safe and enjoying school. Partnerships that attend to pupils' pastoral needs are outstanding. Those focusing on extending their academic development are good, as reflected in pupils' good levels of progress. The quality of community cohesion is good. The focus the school gives within the local community to develop pupils' understanding of differences is good. Furthermore, pupils' experiences and knowledge of cultural and religious differences at national and global levels are good. The school is beginning to measure the impact these have on pupils' attitudes.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</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>2</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children get off to a good start to their learning and development in the Early Years Foundation Stage. Because most children have limited knowledge or understanding of English when they begin, a high focus is paid to developing these skills. Stories, songs, rhymes and home language support from adults help in the process and children quickly settle into Nursery routines. Adults use their observations and assessments of children's work and play well to plan tasks which effectively promote their development in all areas of learning. A good range of indoor and outdoor opportunities is provided which develop children's creative and physical skills well. This occurs despite the current, though soon to be improved, limited outdoor facilities. The hospital play area in Nursery, whilst being enjoyed by the children, is effective in introducing children to new vocabulary and the world of work. Welfare requirements are met and children know how to be healthy and to stay safe. Leadership is good, with all adults working together to improve assessment systems in order to ensure a smooth transition as children move from Nursery to Reception. Good links with parents and carers ensure support for children's learning and, in particular, enables them to settle happily when they begin school.

*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: 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	2



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Stage	
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## Views of parents and carers

Over one third of parents and carers completed the questionnaire. Of these, the vast majority were highly positive in their responses. Parents and carers are particularly pleased with how the school helps their children to lead healthy and safe lives, that teaching is good, that the school deals effectively with unacceptable behaviour and that leadership and management are good. A very small minority feel that the school does not meet their child's particular needs or inform them of their child's progress. Inspectors followed up these issues and found that the needs of all pupils are managed well. The learning needs of each child are considered and reported to parents and carers termly. However, the more-able pupils are not consistently challenged in all lessons to achieve the higher levels of attainment.

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

Ofsted invited all the registered parents and carers of pupils registered at Lawrence Community Primary 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 145 completed questionnaires by the end of the on-site inspection. In total, there are 419 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	103	71	41	28	1	1	0	0
The school keeps my child safe	94	65	48	33	2	1	0	0
My school informs me about my child's progress	82	57	54	37	7	5	0	0
My child is making enough progress at this school	84	58	57	39	2	1	0	0
The teaching is good at this school	92	63	50	34	2	1	0	0
The school helps me to support my child's learning	72	50	69	48	2	1	0	0
The school helps my child to have a healthy lifestyle	71	49	70	48	2	1	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)	64	44	71	49	1	1	0	0
The school meets my child's particular needs	70	48	69	48	4	3	0	0
The school deals effectively with unacceptable behaviour	73	50	60	41	3	2	1	1
The school takes account of my suggestions and concerns	61	42	72	50	2	1	0	0
The school is led and managed effectively	76	52	63	43	3	2	0	0
Overall, I am happy with my child's experience at this school	101	70	41	28	1	1	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



21 January 2011

Dear Pupils

**Inspection of Lawrence Community Primary School, Liverpool, L15 0EE**

I would like to thank you for the help you gave us when we visited your school. We especially enjoyed chatting to you in school and on the playground. You go to a good school. These are some of the best things about it.

Nursery and Reception children have lots of fun and enjoy learning through play. The senior leaders and members of the governing body are good leaders and managers and all adults take good care of you. You told us that you feel safe and you have a good knowledge of how to lead a healthy life. You really enjoy having responsibilities such as being play leaders. Your behaviour is good and you make good progress in English and mathematics by the time you leave Year 6. The school provides some exciting opportunities for you to meet and learn about the lives of children in schools in other areas, such as in Spain and the United States of America.

To make the school even better and to help you to attain even higher, I have asked the school first, to look for even more ways for you to practise and extend your speaking and listening skills in all subjects. Next to provide more opportunities for you to write more in English lessons and check that all lessons consistently challenge you and, especially the more-able pupils, to achieve even higher levels of attainment. Finally, to work more closely with your parents and carers to ensure you come to school every day.

I hope you will play your part by continuing to work hard, to attend school every day and to do your best to make your school even better.

Yours sincerely

Clare Henderson

Lead inspector

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