

Lawrence Community Primary School

Lawrence Road, Liverpool, Merseyside, L15 0EE

Inspection dates 12–13 March 2014

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

Summary of key findings for parents and pupils

This is a good school.

- This school has continued to move forward since its previous inspection. Senior leaders have made improvements to the way they lead and manage the school, including how they track and accelerate pupils' progress.
- The vast majority of pupils, including those who have special educational needs, the very high proportions of those who are eligible for pupil premium funding, and the many pupils for whom English is an additional language, make good progress and some even exceed this.
- Teaching is typically good with a small proportion that is outstanding.
- Governors are active in the daily life of the school; they support and challenge leaders to get the best outcomes for pupils.
- The learning mentors work hard with families to encourage regular attendance and good relationships with school. Pupils' attendance has improved and is broadly in line with the national average. The number of persistent absentees has reduced dramatically.
- School is a vibrant, harmonious and inclusive learning environment where pupils and staff embrace diversity and enjoy creative learning with a rich and interesting curriculum.

It is not yet an outstanding school because

- Some teaching requires improvement.
- Pupils do not always receive good enough guidance about how to improve their work.
- Outdoor activities in the Early Years Foundation Stage provide insufficient opportunities for stimulation of exciting learning and exploration.

Information about this inspection

- The inspectors observed 29 lessons or part lessons.
- Inspectors listened to some pupils from Key Stages 1 and 2 read and gained their views on teaching and other aspects of school.
- Behaviour was observed in lessons and around the school at assemblies, breaks and lunchtimes.
- The inspectors held meetings with the headteacher and other senior staff, middle leaders, pupils, governors and the school improvement adviser.
- The inspector considered parents' views of the school through informal discussions during the inspection. Inspectors also considered the responses of 26 staff questionnaires.
- The inspectors examined a number of documents, including those relating to the local authority's involvement with the school, behaviour logs, minutes of governing body meetings, the school improvement plan and information about pupils with special educational needs. Inspectors also looked at attendance figures and pupils' work.

Inspection team

Barbara Flitcroft, Lead inspector	Additional Inspector
Terry Bond	Additional Inspector
Gillian Burrow	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Around 61 per cent of the pupils are known to be eligible for additional support through the pupil premium, which provides additional funding for children looked after by the local authority, those known to be eligible for free school meals and the children of service families. This figure is well above average.
- Around 68 per cent of the pupils speak English as an additional language. This proportion is well above the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is slightly above the national average.
- There is much lower than average stability of pupils.
- The headteacher has previously been a local leader of education, supporting other schools.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school provides a daily breakfast club for pupils.

What does the school need to do to improve further?

- To further raise standards, improve the quality of teaching so that all is at least good or outstanding, by:
 - ensuring the sounds that letters make (phonics) are always pronounced correctly across different ages and ability groups
 - fine-tuning the differently gauged tasks and questions for pupils so that each group has a well-suited level of challenge
 - ensuring a greater consistency across the school in the way that pupils are given targets and guidance on how to improve their work
 - giving pupils time to respond to teachers' marking and to correct their errors or further improve their work.
- Further develop what is on offer in the Early Years Foundation Stage by providing more outdoor opportunities for children to choose from in order to inspire their imaginations and encourage exploration.

Inspection judgements

The achievement of pupils is good

- Compared to other primary schools, this school has a much smaller proportion of pupils who join the school in the Early Years Foundation Stage and remain until Year 6. A very high proportion of the pupils are of minority ethnic heritage. Some pupils are unable to speak any English, or are at the early stages of learning to speak English, when they join the school. School staff work incredibly hard to bring about good progress.
- The vast majority of children enter the Nursery and Reception classes with skills that are significantly below those typically expected for their age in all areas of learning. Children make good progress because they are given many opportunities to practise important basic skills in a very welcoming environment. Children are well behaved and listen intently to the staff.
- Most children continue into Year 1 with attainment that is well below their peers nationally. Consequently, the proportion of pupils attaining the required standard in the Year 1 national phonics check (linking of letters and sounds) is much lower than average. Inspectors found that the way staff pronounce the different sounds lacks consistency and this causes some confusion, especially among the high proportion of pupils who are learning English as an additional language.
- By the end of Key Stage 1, despite good progress of the vast majority of pupils, attainment is still well below the national average, however, by the end of Key Stage 2 many pupils have attained average standards in reading, writing and mathematics, although attainment in writing is weaker than in reading or mathematics. Overall, attainment is below the national average but rapidly improving due to a rich range of high-quality intervention work delivered by dedicated and skilful support staff. This additional support has a strong impact over short periods of time.
- All groups of pupils across the school make good progress and the progress of some pupils is even better than that. This is shown in the progress data and in the work that pupils produce in their books.
- The most able pupils also make good progress although sometimes they are asked to practise skills that they already have already mastered, leaving limited time for them to work on more difficult tasks.

The quality of teaching is good

- The quality of teaching is typically good because the learning aims are made very clear to pupils and they are guided through detailed instructions about how to achieve them. There is a very positive climate for learning. Teachers, the highly skilled support staff and dedicated volunteer helpers know the pupils very well and know how to motivate and support them to achieve successfully.
- Different work is given to the different ability groups of pupils; however, sometimes this is not tailored finely enough to give appropriate challenge. Sometimes, pupils are not given questions at the correct level of difficulty to provide appropriate challenge for the different ability groups.
- In the Early Years Foundation Stage, since the previous inspection, the indoor spaces have developed well into purposeful learning areas. However, outdoor spaces do not yet encourage enough imaginative and exploratory play. Nevertheless, children are happy, well cared for and make good progress.
- The teaching of reading is a high priority throughout the school with some very inviting reading spaces. Much reading takes place in groups or in one-to-one sessions outside the classroom in dedicated reading time with additional teachers and teaching assistants, who use skilful questioning techniques to ensure pupils understand what they have read. The school also makes use of small group work in mathematics to help to accelerate pupils' progress.
- In an English lesson in Key Stage 2, where learning was very successful, pupils developed their knowledge of instructions when they found a letter addressed to the class and then, to add to

their excitement, a package also arrived. They were expertly guided by the teacher's impressive subject knowledge and confident delivery. This ensured that their existing knowledge was reinforced and new learning was introduced, moving pupils forward in their skills. Pupils were totally captivated from the word 'go'. This set the tone for the very good learning that followed.

- Pupils with special educational needs are supported well in lessons. In many lessons, additional adults teach these pupils separately for some of the time with creative resources that capture their interest and attention but still allow them to be included in lessons and learn similar topics and concepts as their peers. As a result, they make good progress.
- Pupils' work is marked regularly. In a small minority of classes, pupils' responses to this are very good. However, this is not consistent across all classes. Pupils are not always given the opportunity to check the teachers' comments and reflect on their work or to revisit some incorrect answers. Clear identification of the next steps in learning, while very good in some books, is also inconsistent.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Most pupils have beautiful manners and show respect for members of the school community. In lessons, pupils show very good attitudes to learning; they are attentive and work well with each other. Occasionally, in the playground or the hall, behaviour can become a little boisterous.
- The school's work to keep pupils safe and secure is good. Consequently, pupils' knowledge about how to keep themselves safe is good. They value the visits from Childline and Robbie the Bobby, and speak fondly of the buddy work with younger pupils. Pupils are aware of the dangers of substances such as drugs, tobacco and alcohol and they know how to live healthily. Pupils know how to keep themselves safe while using the internet.
- Pupils say that they feel safe in every area of school because there are many adults around to care for them. The vast majority of parents say that their child is safe and enjoys attending school. Inspection evidence supports this view.
- Pupils' attendance has improved from below average, to be almost in line with the national average. This is testimony to the sterling work of the learning mentors and the education welfare service. The two learning mentors support families well by giving them practical advice and helping to contact the appropriate agencies to help them. Vulnerable pupils have their self-esteem boosted, their worries aired and their feeling of safety strengthened.
- Pupils like to come to school regularly and say they enjoy the many different activities and clubs for them to attend. Most say that behaviour is good because leaders have ensured that there is an inclusive atmosphere with good relationships among pupils of different backgrounds and beliefs. As a result, there are few incidences of bullying because pupils have a clear understanding of the different types possible. Pupils are confident that staff will deal promptly with any inappropriate behaviour.
- Parents say the school provides their children with many activities to get involved in the school. Many describe the school as 'warm, open and inclusive'. Pupils love to get involved in school trips, some of which are residential, to places such as Derby or an outdoor activity centre.
- Parents who responded to a school survey indicated very positive opinions about the school's work. Parents of the youngest children told inspectors that they valued the information and the opportunities for their children to visit the Early Years Foundation Stage prior to starting school.

The leadership and management are good

- With good support from the local authority, the headteacher has led this school to further improvement since the previous inspection.
- The skills of the three senior leaders complement each other well and they make a focused team with good capacity for further improvement. They are passionate about getting the best for the

pupils and their families. They lead teaching very well.

- The local authority supports this school well and has helped to accelerate the rate of progress this school has made since its previous inspection. An effective tracking system is in place which leaders scrutinise rigorously to identify those pupils needing additional help with their learning.
- Teachers' performance is monitored thoroughly by leaders. Teachers are set targets that are linked to the school's priorities, and especially pupils' achievement.
- Training courses are linked to the priorities of the school. In-house coaching and mentoring are showing impact in the quality of teaching and of pupils' work.
- The wide range of topics studied by pupils contributes well to their spiritual, moral, social and cultural development. There are many opportunities for pupils to find out about the world around them and the wide range of faiths and cultures. Consequently, pupils are kind to and tolerant of each other.
- Leaders' evaluation of the school's strengths and areas for improvement is accurate. They have worked well and have been fully supported by the local authority. Currently, senior leaders are encouraging subject leaders to broaden their knowledge about the development of their subjects across the school. The wider distribution of management responsibilities is developing middle leaders' ability to contribute well to the school's successes. Some middle leaders support staff at other primary schools.
- The primary school sport funding pays for a local authority package of support for physical education and minibuses to transport pupils to various competitions. This has a very positive impact on pupils' knowledge about healthy lifestyles and their participation in sport.
- Pupil premium funding is used effectively to provide additional support, including one-to-one and small-group support for eligible pupils. The funding is also used to subsidise educational visits and activity clubs.
- School also runs a daily breakfast club where pupils can purchase a healthy breakfast and then have some time to play before the start of the school day.
- **The governance of the school:**
 - The governing body clearly understands its role. It is well informed about the school's progress towards its priorities. They know the school very well; some governors help in the daily life of the school, such as helping in class.
 - . Governors continuously challenge leaders to accelerate pupils' progress. As a result, pupils have made more rapid progress since the last inspection. Through their close analysis of comparative data, governors have an accurate view of the school's performance compared to other schools nationally. Governors have attended training courses.
 - Governors are aware of the quality of teaching in the school and know that teachers' salary and targets are linked to pupils' progress. Governors have rigorously evaluated the impact of the support provided through the pupil premium funding. Governors know that the primary school sport funding is spent on providing specialist physical education coaches and are aware of the many clubs and activities that are offered to pupils. Governors ensure that equal opportunities are promoted and safeguarding requirements are met.

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	130395
Local authority	Liverpool
Inspection number	440877

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	439
Appropriate authority	The governing body
Chair	Marlene Taylor
Headteacher	Mark Rigby
Date of previous school inspection	19 January 2011
Telephone number	0151 733 3558
Fax number	0151 734 2366
Email address	lawrence-ht@lawrence.liverpool.sch.uk

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