

Inspection of Lawrence View Primary and Nursery School

Walker Street, Eastwood, Nottingham NG16 3FP

Inspection dates: 15 and 16 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils at Lawrence View describe their school as 'unique and rare'. It is a place full of 'kindness' and where everyone 'is accepted'. Pupils are polite and welcoming. They know that adults will listen to their worries and concerns. They feel safe.

Lunchtimes are calm and purposeful. A wide selection of activities helps pupils to play alongside their peers. They enjoy the 'ride on' equipment and the climbing wall. They spoke enthusiastically about forest school and a recent opportunity to camp overnight on the school grounds.

The school rules are well understood by all. Pupils have high expectations of their own conduct. When their peers need help to live up to these expectations, pupils support each other to understand how and why things have happened. They know that on the rare occasions bullying happens, adults will sort it out quickly.

Most parents and carers are positive about the school. One parent, typical of many, said: 'The school has helped my child to flourish because of the opportunities they have had to grow and learn.' However, some pupils are over reliant on adults and do not develop sufficient knowledge of the school's curriculum.

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

Pupils study a broad and balanced curriculum. Leaders promote positive relationships and have high aspirations for all pupils. Most subjects have been carefully considered to help pupils know and remember more over time. Leaders are refining a few subjects to ensure that the key knowledge is precisely identified in all year groups. In some subjects, leaders have identified aspects of the curriculum that pupils need extra help to learn. They ensure pupils recap this tricky knowledge often. For example, in mathematics, leaders ensure that times table knowledge is revisited regularly.

In some subjects, leaders have established checks to identify what pupils know and what they need to learn next. Teachers use questions and quizzes well to check what pupils can recall. However, this is not consistent across all subjects.

Leaders promote pupils' love of reading. Older pupils enjoy 'buddy reading' with their younger peers. Children in the early years relish taking story sacks home to share with their families. Parents receive videos and information on how to support their child's reading development. Pupils enjoy visiting the local library. All staff have received training to deliver the school's early reading programme. Leaders check that adults teach it well. Reading books are well matched to pupils reading ability. Pupils who require extra help to read receive daily support.

Children in the early years develop their spoken vocabulary through rhymes and songs. Adults use stories to help children to develop their understanding through

play. However, children are not encouraged to use what they have learned in their own independent learning.

Pupils with special educational needs and/or disabilities (SEND) participate in all lessons. Some pupils attend 'The Hut' for part of their school day. These pupils receive a bespoke curriculum to help them with gaps in their knowledge and understanding. However, some pupils with SEND are over reliant on adults. This hinders their ability to use what they have learned independently.

Pupils live up to the high expectations set for conduct in school. Staff have received training to support pupils with more complex behaviour needs. They feel well supported. All staff know how to help pupils to regulate their behaviour well.

Pupils receive a personal development offer that is tailored to their needs. The school environment helps pupils to develop an understanding of the world. For example, pupils collect litter in the school grounds to create an eco-sculpture. Others enjoy using 'loose parts' to create art pieces at lunchtime. Pupils understanding of diversity is rich. They understand words such as 'tolerance' and 'respect'. They appreciate how adults in school help them to understand their own identity.

Governors are ambitious for all pupils in school. They ensure the school's values and ambitions are at the heart of leaders' actions. They make checks on their statutory responsibilities.

Staff are proud to work at the school. They appreciate the support and training leaders offer them. They recognise the efforts leaders take to help with their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. They recognise the risks that pupils may face in the local area. Governors check that the school's procedures for safeguarding are managed well. All staff are vigilant for any signs that may suggest a child is at risk of harm. They report any concerns they have about pupil welfare quickly. Leaders work well with external agencies to provide additional help when needed.

Pupils know adults in school will take their concerns seriously. The school's curriculum is adapted to ensure all pupils understand how to stay safe. Older pupils know that some things they read online may be misinformation.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, systems to check what pupils have learned are in the early stages of development. This means that leaders are not clear about what knowledge pupils have remembered and what they need to learn next. Leaders should ensure that effective systems are in place in all subjects to identify what pupils know and what will be their clear next steps for learning.
- Some pupils, including those with SEND and in the early years, are unable to apply what they know with increasing fluency and independence because they are over reliant on adults. This inhibits them from deepening their knowledge of the school's curriculum. Leaders must ensure that all pupils develop their knowledge, skills and abilities to apply what they know with increasing independence and fluency.

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	122571
Local authority	Nottinghamshire County Council
Inspection number	10241681
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair of governing body	David Hill
Headteacher	Emma McGrenaghan
Website	www.lawrenceviewprimary.co.uk
Date of previous inspection	9 and 10 May 2017, under section 5 of the Education Act 2005

Information about this school

- The school has a breakfast club and an after-school club which is managed by the governing body.
- The school uses no alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the coordinator for special educational needs and/or disabilities and the early years leader. Meetings were also held with leaders for behaviour and attendance.

- The lead inspectors met with governors and a representative from the local authority.
- Inspectors carried out deep dives into the following subjects: early reading, geography, and mathematics. This involved meeting with subject leaders, pupils and teachers, visiting lessons, and sampling pupil's work. The lead inspector also listened to a group of children read to adults in school. Aspects of the school's history and personal, social and health education curriculum were also sampled.
- Inspectors met with groups of pupils. They visited the school's breakfast club and met with parents at the beginning of the school day. They also considered the views of parents and staff through Ofsted's surveys.
- The single central record was scrutinised. Inspectors considered the school's systems and procedures for safeguarding the welfare of pupils.

Inspection team

Shaheen Hussain, lead inspector

His Majesty's Inspector

Angela Sweeting

Ofsted Inspector

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