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Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
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Jenny Hodgkinson
Headteacher
Lovers Lane Primary and Nursery School
Warburton Street
Newark
Nottinghamshire
NG24 1LT

Dear Miss Hodgkinson

Monitoring inspection of a school not in a category of concern of Lovers Lane Primary and Nursery School

This letter sets out the findings from the monitoring inspection that took place on 25 September 2024, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school meets the monitoring threshold as set out in the [Monitoring Inspection Handbook](#).

The purpose of a monitoring inspection is not to grade the school's key and provision judgements, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you, senior leaders, governors and the local authority, the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also visited lessons, held meetings with staff, looked at documentation, including for safeguarding and the curriculum, looked at samples of pupils' work and spoke to pupils. I have considered all this in coming to my judgement.

Leaders have made insufficient progress to improve the school.

The school should take further action to:

- establish plans that set out the actions that they will take to bring about improvement. The plan should set out ambitious yet achievable timescales, the training and support for staff to make the necessary improvements and have due consideration of staff

workload. This plan should be regularly reviewed by leaders at all levels, including those responsible for governance

- ensure that any external support is carefully considered, appropriately targeted and integrated into the school improvement plan.

Main findings

Since the last inspection, the school has experienced considerable changes in staffing and leadership. There has been significant staff absence. There have been many changes to the governing body, including three changes to the chair and vice chair of governors.

You and your team remain determined to improve this school. However, despite some minor improvements, the quality of education is still not good enough. Improvements have been too slow.

Improvements have been made to the curriculum. Curriculum documentation provides increased detail. Teachers now have a clearer understanding of what pupils need to learn at each stage of their education. Learning builds on what has gone before. Teachers correct misconceptions. The school provided training in how to adapt teaching to meet the needs of different pupils, including those with special educational needs and/or disabilities. However, this training has not been fully implemented. The school has not provided sufficient time, or support for teachers to implement these improvements well. This means that pupils do not learn and remember all that they have been taught. Pupils still do not achieve as well as they could.

There have been some improvements in the early years. The local authority has provided significant support. Leaders of the early years foundation stage (EYFS) have a sound understanding of what needs to improve. Support and training have been more focused; there is greater clarity of purpose. Clearer sequencing of learning helps staff to check the progress children make. Staff plan activities that are more closely matched to the curriculum. There are increased opportunities to explore children's learning and develop their thinking. Leaders have ensured that all staff in the EYFS are more aware of their roles and responsibilities.

Currently, the school's plan for improvement is not clear enough. The school has introduced initiatives, but they have not been seen through. Leaders have not provided the necessary time for teachers to implement the training they have received. This has meant that vital improvements have not been made swiftly enough. This has led to confusion and inconsistency. Strategic decisions have not always been well considered. For example, the late change to class structures has meant further changes to the curriculum were needed. This has added considerable extra workload for teachers.

Support from the local authority, and English and mathematics hubs, has been significant, appropriate and well focused. However, the school has not always given due consideration

to how all external support aligns to the school development plan. This has led to confusion and mixed messages.

Very recent changes to the governing body have strengthened governance and the leadership of the school. Governors are passionate to support you and your team to bring about improvement. They have a clear understanding of the school's strengths and areas for further development.

You and your staff continue to have high expectations for behaviour. Pupils remain well behaved, well mannered and considerate of others. They enjoy coming to school. They play well together and are focused in class. They feel safe.

I am copying this letter to the chair of the board of governors, the Department for Education's regional director and the director of children's services for Nottinghamshire County Council. This letter will be published on the Ofsted reports website.

Yours sincerely

Mark Anderson
His Majesty's Inspector