



# Lawn Primary School

## Inspection Report

**Unique Reference Number** 112779  
**LEA** City of Derby LEA  
**Inspection number** 279018  
**Inspection dates** 6 October 2005 to 7 October 2005  
**Reporting inspector** Mr. Alan Lemon LI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Norbury Close
<b>School category</b>	Community		DE22 2QR
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01332 550 178
<b>Number on roll</b>	414	<b>Fax number</b>	01332 550178
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs.Yvonne Woods
<b>Date of previous inspection</b>	2 October 2000	<b>Headteacher</b>	Mrs. Penny Bennett

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 6 October 2005 - 7 October 2005	<b>Inspection number</b> 279018
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## **Introduction**

The inspection was carried out by a team of three Additional Inspectors.

## **Description of the school**

This is a large primary school set in the economically and socially advantaged suburb of Allestree, Derby. The percentage receiving free school meals is well below the national average. Of the 414 on roll, 55 are children in their reception year. Most pupils are from Allestree and are white British. There are small numbers of Asian, Black and mixed heritage pupils. A few pupils have English as an additional language and, these are predominantly, pupils whose first language is Japanese. The number of pupils with special educational needs is small. Some of these children have an autistic spectrum disorder, others have literacy, language and communication difficulties, moderate learning difficulties or behavioural problems.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

The school's effectiveness is satisfactory and so is the value for money it gives. While the school's view is that its effectiveness is good, inspectors found some good features but considered most are satisfactory. Children enter the school with above average standards in most areas of learning. Since achievement is good in Years 1 and 2 and satisfactory in Years 3 to 6, most pupils attain well above average results by the end of Year 6. Teaching is strong enough in some lessons to enthuse and challenge pupils sufficiently for them to achieve well. This is not always the case and some lessons are not inspiring. Pupils say as much and some feel frustration at not having more time to spend on learning. The curriculum has a broad range of learning opportunities and pupils enjoy access to good extra-curricular activities. However, not enough time is given to teaching. What is taught in each classroom is adequate but does not build effectively from one year to the next. The note taken of what pupils have learnt is not sufficient to help plan teaching coherently across the school or provide pupils with advice on how to improve. Pupils' personal development is good but their spiritual and cultural development is limited. They are cared for satisfactorily and helped by good provision for personal, social and health education. Improvement since the last inspection is satisfactory. Leadership and management have the capacity to make necessary changes and, as teamwork in particular improves, the school is on course to achieve them. Governors have moved into a good position and are about to hold the school to account.

### **What the school should do to improve further**

- Ensure teachers work together collectively to improve the school. - Continue to develop the assessment and tracking of progress to strengthen teaching and the support and guidance for pupils. - Make the monitoring and evaluation of the school's work more extensive and rigorous. - Improve the curriculum by making planning across the school more coherent and increase time for teaching. - Increase opportunities for pupils' spiritual and cultural development.

## **Achievement and standards**

### **Grade: 3**

Children's achievement in reception year is satisfactory. Pupils in Years 1 and 2 achieve well in literacy and numeracy. Standards are well above average in reading, writing and mathematics by the end of Year 2. In these classes teaching is planned effectively and pupils are well supported. Achievement is satisfactory in Years 3 to 6, and pupils maintain the well above average results gained by the end of Year 2. The best results are in science where teaching is expert and lively. In English and mathematics too many pupils, particularly those capable of achieving high grades, are not challenged sufficiently and have too few opportunities to practise their skills in other subjects. Pupils are let down by the limitations in assessing and tracking their progress, especially in not being set challenging targets and not being advised sufficiently on how to

improve. Minority ethnic pupils and those whose first language is not English make progress at the same rate as others in the school. Pupils with learning difficulties and disabilities make similar progress to their peers.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. A good teaching programme is in place to support personal and social development. Pupils are confident and have very good self-esteem because they are valued and respected. Pupils enjoy coming to school and they attend regularly. They work very hard and behave extremely well. Pupils are very supportive of each other and have positive attitudes towards reaching high standards. Older pupils are keen to be helpful and they are a good example to younger pupils. Year 6 pupils, who are 'buddies' to pupils in lunchtimes, help resolve any conflicts. Pupils understand the importance of eating healthy food and taking regular exercise. The school has successfully achieved Healthy School Status. Pupils develop literacy and numeracy skills that contribute positively to their future economic well-being. They are aware of the needs of others and are actively involved in supporting their local community and the work of a number of charities. Pupils' spiritual, moral, social and cultural development is satisfactory overall. Their moral and social development is good. However, the opportunities provided for pupils to develop spirituality and to understand and appreciate the diversity of their own culture are too few.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. The quality of teaching across the school is a mixed picture of good teaching as well as an equal amount that is satisfactory. Where pupils are well taught their involvement in learning is of a high degree. They respond well to lively, engaging teaching approaches and their evident enjoyment in these lessons leads to much better quality of learning. In an exciting science lesson, Year 5 pupils strained with enthusiasm to answer questions and engaged with each other in intense discussion on planning their experiment. The teacher used the exchanges with pupils well to confirm they had grasped what they needed to learn. The brisk pace of the lesson and good opportunities for independent work suited the way pupils prefer to learn. Other lessons are planned well to match the needs of pupils' different abilities but fail to inspire pupils to the same extent. In response, their interest and engagement is at a lower level and this limits the amount of learning taking place. There are fewer opportunities for pupils to be active learners and long times when they are passive listeners or work on their own. While lessons start out with clear objectives there is less detail in planning how these could best be achieved. Teachers do not stick closely to their objectives and overlook good opportunities to promote learning and maintain high expectations. By the same token, there is not a sufficiently close check kept on whether pupils have learned what the teacher intended.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum provides an adequate range of learning opportunities to match the interests and needs of pupils. Pupils with learning difficulties are well supported by use of good individual education plans. Curriculum planning is mostly effective in the reception year, although the restricted access to the outdoor play area means that children are not able to use this area freely and this limits children's development in some areas of learning. Provision for literacy and numeracy is satisfactory. Good use of investigative approaches in science contributes to very good standards. A good programme of personal, social and health education boosts pupils' personal development. Pupils are pleased with the extra activities available outside lessons and are enthusiastic, for example, about learning to play musical instruments. There are plenty of sports on offer and many enjoy taking part in matches and competitions. The impact of the curriculum on pupils' achievement is reduced by the lack of well co-ordinated planning of what pupils learn. In general, teachers plan for their own classes but not enough is done to ensure there is coherence between one year and the next. There is too little attention to supporting literacy, numeracy and information and communication technology across subjects. The total number of hours for teaching is less than that recommended and the time available is not used effectively. Activities prior to the start of lessons and the lunch break take up too much time and this is not conducive to maintaining a good pace and high expectations.

## **Care, guidance and support**

### **Grade: 3**

The care of pupils is satisfactory and there are some good features. Pupils gain confidence from knowing there is an adult in the school to turn to if they need help. Vulnerable pupils are well supported. There are ways for pupils' views to be expressed and responded to but these are not formalised, for example through a school council. There are some health and safety issues, which the school knows about, and is dealing with. Pupils are very good at caring for each other and the 'buddies' scheme, an idea developed by a Year 5 pupil, illustrates this well. Staff know pupils well and provide them with good personal support. Assessment procedures are not effective in keeping track of progress, so pupils are not given all the advice they need to improve. Parents and carers receive reports on their children's progress, but there is too little information of how good this progress is.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Since the headteacher's appointment a year ago, she has worked effectively towards improving the school. A priority has been to develop the capacity of staff to work as a team more effectively and this is beginning to happen. In the past there has been too little evaluation of the school's strengths and weaknesses and, as a result, pupils' progress has not been fostered well enough.

The headteacher saw immediately that the reputation of high results disguised moderate achievement. She has accurately pinpointed where the quality of teaching, assessment and curriculum must be better and she has an accurate picture of strengths and areas for improvement in teaching. At present, pupils' and parents' views are not formally taken into consideration when analysing how the school needs to improve. Detailed analysis of pupils' performance is now happening. The governor's school improvement plan now has a sharper focus on raising achievement. It sets out a clear strategy to monitor the work of the school comprehensively and rigorously. The mainly inexperienced governing body, while deeply committed, provides satisfactory support but needs to continue to develop its own contribution to the school's leadership and become more closely involved with the school. To this end, governors are undergoing appropriate training. The contribution of subject leaders to raising standards has changed for the better following clarification on the subject leaders' role, especially in relation to co-ordinating the curriculum across the school. Improved performance management and training for staff are giving a significant boost to school improvement ensuring the school's capacity to make changes is satisfactory.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

The inspection team thoroughly enjoyed their visit to your school. We were made very welcome by staff and you and we were much impressed by the warmth and friendliness that greeted us. Thank you for your co-operation with the inspection and special thanks to all of you who talked to us. We liked the following: - Your work is of a high standard. Your results in science are especially impressive. - We watched your teachers give some good lessons in English and mathematics but thought science lessons were most exciting and we think this is why you do so well in this subject. - You are all very mature and responsible. You showed a genuine concern to be helpful and friendly, particularly towards each other. - We were pleased by how much you enjoy school and the many interesting extra activities there are to take part in. - Your headteacher, Mrs Bennett, is working hard on new ideas to make the school an even better place. Even though the school is good in many ways, there are things the headteacher and all the staff can do to make it better: - You can do even better in English and mathematics and teachers are going to watch your progress closely to help you do this. - Your teachers are going to work on making all their lessons as interesting and exciting as possible, like your science lessons are. - The staff are going to make sure your views are sought and considered on ways of making the school better. We wish you well for the future and we are sure your school will continue to improve.