

Inspection of Lovers Lane Primary and Nursery School

Warburton Street, Newark, Nottinghamshire NG24 1LT

Inspection dates: 25 and 26 April 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils enjoy coming to this school. Pupils, parents and carers, and staff describe it as a friendly, nurturing school. The pupils are a credit to the school. They are respectful and kind to each other. Adults have high expectations of pupils' behaviour. Pupils respond well to these. There is a calm and ordered ethos in the school.

Pupils feel safe in school. They say that bullying is rare. They are confident that any occurrence would be sorted out quickly. If pupils have a concern or a worry, they are confident that the adults in school will listen and help them.

Pupils enjoy the opportunities to take on responsibilities, such as school councillors and breathing ambassadors. They aspire to become reading ambassadors because they understand the value of reading.

Pupils are taught the full range of subjects of the national curriculum. However, leaders have not yet made sure that pupils' learning is carefully planned and delivered consistently well across all subjects and year groups, including in the early years. Pupils cannot recall some of the key knowledge they have been taught in some subjects.

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

Since the previous inspection, leaders have focused their attention on developing the curriculum. However, the precise knowledge that pupils need to learn in some subjects, such as science and history, are not yet sufficiently well planned or sequenced. In these subjects, teachers are not always clear about what to teach or the best order in which to teach it. Sometimes, pupils are expected to learn too many new things at once. They are then less able to acquire and recall key information.

In subjects where the identification of precise knowledge is well planned, such as in mathematics, links with prior learning are strong. Teachers know exactly what they want pupils to learn and in what order. They build on pupils' knowledge to plan new learning. They ensure that any gaps in pupils' knowledge are addressed. Teachers' explanations are clear. They use questioning well to check upon and where required, deepen pupils' understanding of key concepts and skills.

Teachers ensure that pupils with special educational needs and/or disabilities (SEND) access the full curriculum. However, teachers do not always help all pupils, including some with SEND, to progress through the planned curriculum consistently well. When this happens, some pupils are not given the right support, resources or tasks during lessons to allow them to learn new things as well as their peers.

Children settle well in the early years foundation stage. There is a clear focus on mastering basic vocabulary. Well planned adult-led activities enable children to be supported effectively in their learning. Within these activities, children are keen to

share their learning and do so with pride. However, when children move freely between activities, their learning can be less focused. There are too few opportunities for children to develop their writing skills during these times.

Leaders are developing the reading culture in school. Pupils say they enjoy reading, and that it can be 'relaxing'. They read high-quality reading books that are well matched to their ability. All staff have received training to deliver a new phonics scheme. There are consistent routines in place that support pupils' learning. However, leaders have not ensured that there is a consistent approach to pronouncing the sounds that some letters make. Occasionally, adults pronounce the sounds incorrectly and then pupils make the same mistakes. This is particularly true for pupils who struggle to read.

The school promotes pupils' personal development effectively. Pupils' mental health and well-being is a priority in school. Pupils are taught breathing strategies, which help them to keep calm if they become worried. The curriculum activities help pupils develop an understanding of relationships, difference and diversity. There are a range of clubs on offer to pupils, including football, netball and book club. Pupils spoke with excitement about the residential trip to the coast.

Governors ensure that leaders keep them well informed. As a result, of this and their own views, they have acquired an accurate view of the school's strengths and areas to develop. Staff are proud to work at the school. They feel supported by senior leaders.

Safeguarding

The arrangements for safeguarding are effective.

Staff have developed trusting relationships with pupils and families. Pupils and parents say that school is a safe place. Pupils know that adults in school care and look after them well.

Staff teach pupils how to stay safe, both when learning inside and outside, including when online.

Staff know the warning signs that a pupil may be in danger and understand what to do if they have a concern. Leaders respond to these concerns quickly. They keep detailed records of concerns raised. They work closely with external organisations to ensure that pupils and families get the support they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have improved some areas of the curriculum, such as mathematics, which is well planned and delivered. However, the vision of other areas of the curriculum has not yet been realised. What they want pupils to know is not yet well planned in as

much detail in some subjects. Where this is the case, there is not enough information for teachers about what the pupils should be taught and when to teach it. This affects the quality of pupils' learning and their understanding of key concepts. Leaders and other staff should identify the most important content that they want pupils to learn. They should ensure that their plans clearly identify the order in which pupils should learn this so that pupils are able to recall more of the intended curriculum.

- The implementation of the school's curriculum is not yet consistent. Teaching does not always build on what pupils have learned before. Sometimes, pupils are presented with too much new knowledge to process at one time. As a result, pupils are not always able to recall key knowledge. Leaders, including subject leaders, need to closely check the impact of their curriculum plans to ensure that they are allowing pupils to gain a deeper understanding in all subjects. Leaders should ensure that subject leaders have the knowledge and support to make improvements in the delivery of their subject.
- Some pupils, including some pupils with SEND, do not consistently receive the support they need to learn as well as they could. They cannot always access the intended learning. Leaders must ensure that all staff have the skills and knowledge they need to support all pupils to achieve as well as they can.
- Leaders have not ensured that all staff in the early years deliver all areas of the curriculum consistently well. Adults do not always support children's learning well enough during free-flow activities. As a result, children are not prepared as well as they could be for their next stage in learning. Leaders should ensure that all staff in the early years have the necessary knowledge and expertise to deliver all areas of the school's early years curriculum.

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	122595
Local authority	Nottinghamshire County Council
Inspection number	10267942
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	165
Appropriate authority	The governing body
Chair of governing body	Alexandra Raynor
Headteacher	Jenny Hodgkinson
Website	www.loverslane.notts.sch.uk
Date of previous inspection	15 October 2019, under section 5 of the Education Act 2005

Information about this school

- The school is currently making use of the services of one unregistered alternative provider.

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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other leaders.
- The lead inspector met with two members of the governing body, including the chair. She also spoke with a representative of the local authority.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, science and history. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke with

teachers, spoke with some pupils about their learning and looked at a sample of pupils' work.

- Inspectors spoke with parents. Account was taken of the responses to Ofsted's online questionnaire, Ofsted Parent View. They also spoke with groups of pupils and staff.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.
- Attendance records, behaviour logs and safeguarding records were scrutinised, including the school's single central record. Inspectors also conducted meetings with leaders to discuss the safeguarding of pupils.

Inspection team

Heidi Malliff, lead inspector

Ofsted Inspector

Chelsea Sandbrook

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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