

Inspection of St Laurence CofE Primary School

Collingwood Road, Long Eaton, Nottingham, Nottinghamshire NG10 1DR

Inspection dates: 7 and 8 December 2021

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	Requires improvement

What is it like to attend this school?

Pupils like being at school. They told inspectors, 'It's always so joyful here'. Pupils enjoy learning and playing with their friends. They say that they feel safe. Pupils know that there is always a member of staff they can speak to if they are worried about anything.

Staff expect pupils to work hard and do their best. Expectations are high in most subjects. They work hard in lessons and like to achieve well. Pupils are proud of the achievements of everyone in the school. One pupil told inspectors, 'I like seeing the smiles on people's faces when they get an award in a Friday assembly'. Pupils enjoy taking on responsibilities, such as being school ambassadors and play leaders.

Pupils respect each other. They are polite. Pupils behave well. Incidents of poor behaviour are rare. Bullying is not tolerated. Pupils told inspectors that staff are quick to deal with any bullying. Staff promote equality well. Pupils are accepting of those who are different to them, including those of different faiths.

Parents and carers are overwhelmingly positive about the school. One parent's comment summed up the views of many: 'The school has a lovely family feel. Staff couldn't do any more for our children'. Parents appreciate the regular communication from the school.

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

Leaders are refining curriculum plans. They have set out an ambitious curriculum which has been organised to ensure that pupils build their knowledge and understanding gradually. Pupils remember much of their learning. For example, some pupils remember the date of the Great Fire of London. They told inspectors that the monarch at the time was King Charles II. Pupils understood how historical events were recorded, for example in Samuel Pepys' diary. In music, most pupils know how to create a musical remix by repeating sections of sound in a loop. However, in some subjects, including art and modern foreign languages, leaders have not identified precisely enough the key knowledge that pupils need to learn across all year groups.

Leaders promote the importance of reading effectively. There is a strong focus on ensuring that pupils acquire a wide vocabulary. Pupils learn to read in a precise way from the moment they start in Reception. Teachers use a structured approach to help all pupils learn to read well. Pupils receive daily phonics sessions. They use their phonic knowledge to help them to sound out unfamiliar words. Staff choose books which match the letters and sounds pupils are learning. They provide immediate support if pupils fall behind. Leaders arrange extra phonics sessions to help pupils to catch up.

The mathematics curriculum is well planned. Leaders have clearly set out the order in which pupils learn new knowledge, so that pupils build their understanding securely. Almost all pupils said that they enjoy mathematics. Teachers provide a range of well-chosen mathematical equipment to help pupils understand what they are learning. They provide regular opportunities to check that pupils can recall their mathematical knowledge. For example, pupils revisit key concepts in frequent 'Fluent in Five' sessions. Pupils confidently use mathematical vocabulary. They can explain the concepts of mixed numbers, improper fractions and equivalent fractions, for example.

Leaders ensure that the curriculum in the early years sets out a strong focus on children's knowledge of communication and language. The classroom environment is stimulating. One pupil told inspectors, 'Antarctica is a very cold place at the bottom of the world and penguins live there'. Staff ask questions which deepen children's understanding, such as 'what's the same?' and 'what's different?', when comparing numbers with pictures of objects. Leaders are reviewing their curriculum plans so that they connect with learning which children will encounter as they move up through the school.

Leaders ensure that staff provide high-quality support for pupils with special educational needs and/or disabilities (SEND). They ensure that these pupils access the same curriculum as others. Staff identify emerging needs quickly and work well with external agencies so that pupils with SEND receive the extra help they need.

Staff work well to promote pupils' personal development. Pupils know how to eat healthily. They have a good understanding of British values. Pupils understand right from wrong and are respectful of different faiths. However, they are sometimes unsure about how to describe what makes them distinctive.

Representatives of the multi-academy trust (MAT) and governors know the school well. They are aware of the school's strengths and what needs to improve. Leaders work very well with staff. They provide regular training linked to the school's improvement priorities. Leaders are considerate of staff's well-being and workload. Staff are overwhelmingly positive about how leaders work with them and support them.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of vigilance at the school. Leaders provide support to vulnerable pupils and their families, including on-site early help. They work well with external agencies. Staff pass any concerns on quickly. Record-keeping is thorough. Trustees and governors regularly check the school's safeguarding procedures. Leaders ensure that all staff are knowledgeable and receive frequent training.

Pupils understand how to keep themselves safe, including when online. Pupils told inspectors that they know who to go to if they have a concern. Leaders have

ensured that the curriculum provides opportunities for pupils to learn how to stay safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. However, it is clear that leaders have already taken action to plan next year's curriculum and to train staff in how to deliver it. For this reason, the transitional arrangements have been applied.

- The key content and knowledge that pupils need to learn in some subjects, such as art, design technology and modern foreign languages, is not sufficiently well planned and sequenced. They do not show what pupils should learn and when, to build their knowledge over time. Pupils do not always remember important knowledge in these subjects as well as they should. Leaders should ensure that their plans to deliver the curriculum are as ambitious as other subjects in the school.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	141824
Local authority	Derbyshire
Inspection number	10200073
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	166
Appropriate authority	Board of trustees
Chair of trust	Michael Ford
Headteacher	Ronni Barker
Website	www.stlaurencecofeprimaryschool.com/
Date of previous inspection	4 January 2021, under section 8 of the Education Act 2005

Information about this school

- The school joined the Derby Diocesan Academy Trust in March 2014.

Information about this inspection

The inspectors carried out this 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 school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher and other senior leaders. The lead inspector met with the leader who has the oversight of pupils with SEND.
- Inspectors spoke with a sample of teaching and support staff.
- The lead inspector met with representatives of the local governing body, the chief executive officer and the deputy chief executive officer of the MAT.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and music. For each deep dive, inspectors met with subject leaders, looked at

curriculum plans, visited a sample of lessons, met with teachers, spoke to groups of pupils about their learning and looked at a sample of pupils' work.

- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The lead inspector met with the designated safeguarding leader. Inspectors considered the safeguarding policy, training records and examples of leaders' responses to safeguarding concerns.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the responses to Ofsted's free-text service. Inspectors also considered the responses to Ofsted's surveys for staff and pupils.

Inspection team

Damien Turrell, lead inspector

Her Majesty's Inspector

Liz White

Ofsted Inspector

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