

Inspection of a good school: St Lawrence Church of England Primary School

Lower Church Road, Skellingthorpe, Lincoln, Lincolnshire LN6 5UZ

Inspection dates: 21 and 22 March 2023

Outcome

St Lawrence Church of England Primary School continues to be a good school.

What is it like to attend this school?

St Lawrence Church of England Primary is a nurturing and inclusive school. Pupils, parents and staff agree 'It really does feel like a family.' The Christian values are lived out by everyone. Pupils share that they feel safe and well looked after.

Leaders have created a culture where staff have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Relationships between adults and pupils are warm and friendly.

Pupils are well mannered and respectful. In lessons, pupils engage well and show positive attitudes to their learning. Pupils are kind to each other and support each other, both socially and academically. Pupils understand what bullying is, including online bullying. Instances of bullying are rare. There are clear systems in place to deal with bullying when it does occur.

Pupils have access to a range of carefully considered clubs, trips and experiences. These opportunities are highly valued by pupils. One pupil said: 'We are privileged because we get to go on residential trips. I am very thankful for that.' Leaders have created strong links with the local community. Pupils write regularly for the village magazine, visit a nearby nursing home and enjoy Maypole dancing.

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

Children in the Reception Year get off to a strong start. Leaders have high expectations and routines are well established. The classroom and outdoor areas are both effectively resourced and organised. Children have the opportunity to learn through play. They show high levels of independence. There is a clear focus on language and

communication. Staff interactions with children have a positive impact on how they learn. Staff ask questions to check understanding and model new vocabulary. Children in the early years are very well prepared for key stage 1.

Leaders have designed an ambitious and well-sequenced curriculum. Pupils' learning builds on previous learning. Leaders have clearly identified the important knowledge and skills that should be taught in each subject. Teachers check what pupils have remembered in mathematics and reading. These checks are not yet in place for all subjects. In some subjects, subject specialists teach lessons. Pupils benefit from the expert knowledge of these specialist teachers.

Leaders and staff are passionate about reading. Pupils enjoy reading, and there are clear strategies in place to foster a love of reading. Leaders award books to pupils for their birthday. Leaders have chosen books for each year group that celebrate difference.

All staff are trained to ensure that children begin to learn to read straight away. Reading books are well matched to the sounds pupils have learned. Pupils can blend sounds to decode new words accurately. Younger pupils use their knowledge of sounds to help them to write with phonetically plausible spellings. For example, one pupil wrote 'I am a tabee cat.'

Daily 'Text Time' sessions in key stage 2 provide pupils with the opportunity to develop their vocabulary and comprehension skills. Teachers use skilled questioning to support pupils to make links between what they have read and their own life experiences.

Staff know pupils' needs well. Teachers use a range of strategies and scaffolds to ensure that all pupils, including those with SEND, access the full curriculum. Staff use a range of interventions to support pupils with SEND. Leaders liaise with external agencies to secure support for pupils with specific needs.

Personal, social and health education (PSHE) lessons cover the statutory relationships and sex education (RSE) content. Pupils also learn how to manage their personal finances and how to stay safe when they are online.

Pupils have an age-appropriate understanding of different types of families and relationships. Pupils know about different religions. Older pupils can make comparisons between different faiths. Pupils know the school's Christian values and can talk about what they mean with confidence. Pupils' understanding of the fundamental British values is not secure.

Pupils understand the importance of eating healthily. One pupil shared: 'Fruit and vegetables keep us healthy and help to make our brain work.' Pupils also understand the importance of oral hygiene.

Pupils have the opportunity to take on additional responsibilities. They talk with pride about these roles, including being a sports leader or part of the worship team.

The school is well led and managed. Staff are overwhelmingly positive about the school, including its leadership. Staff, including early careers teachers, feel they are well supported, both personally and professionally. Many share that they never want to leave. Staff access regular training opportunities and really value this.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture at the school. Leaders promote the idea that 'It could happen here.' Leaders communicate effectively with external agencies to secure support for pupils who are at risk of harm.

Staff receive regular safeguarding training and updates. Staff know how to record and share safeguarding concerns. Record-keeping is robust.

Governors understand and fulfil their statutory safeguarding duties.

Pupils state that they have adults they can talk to if they have any worries or concerns. Pupils know how to keep themselves safe, including when they are online. They know that they should block people or report their concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment processes in the foundation subjects are not fully developed. In these subjects, teachers do not check that pupils know and remember the intended learning. Leaders should ensure that precise assessment processes are in place, so that teachers can check pupils' learning in all of the foundation subjects and use these assessments to address misconceptions and close gaps in pupils' learning.
- Pupils' understanding of the school's Christian values is secure. However, pupils struggle to relate this knowledge to the fundamental British values. Leaders should ensure that the curriculum provides pupils with opportunities to reflect upon the relevance of fundamental British values within their own lives, local community and globally.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2012.

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	120537
Local authority	Lincolnshire
Inspection number	10254941
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair of governing body	Colin Evans
Headteacher	Marion Watson
Website	www.st-lawrence.lincs.sch.uk
Date of previous inspection	5 December 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic and has taken that into account in her evaluation of the school.
- The inspector carried out deep dives in reading, mathematics and art and design. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work.
- The inspector listened to a sample of pupils reading to a familiar adult.
- The inspector looked at curriculum plans and spoke with leaders for several other subjects.
- The inspector met with leaders responsible for: behaviour and attendance; personal development; and the provision for pupils with SEND.

- The inspector met with the designated safeguarding leaders to discuss the actions taken to keep pupils safe. She reviewed a range of documents, including the school's single central record.
- The inspector spoke with parents at the start of the school day.
- The inspector reviewed a range of documents, including the school's self-evaluation and improvement plan.
- The inspector met with members of the governing board. This included the chair of the governing body.
- The inspector spoke to a representative from the local authority.
- The inspector considered the responses to Ofsted's online questionnaire, Parent View, and considered the results of the Ofsted's staff questionnaires.

Inspection team

Luella Manssen, lead inspector

Ofsted Inspector

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