

Inspection of Barton St Lawrence Church of England Primary School

Jepps Avenue, Barton, Preston, Lancashire PR3 5AS

Inspection dates: 28 and 29 November 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2010.

What is it like to attend this school?

Individuality, integrity and resilience are school values that pupils embody at this exceptional school. Pupils are provided with the best possible start to education. This stems from the high levels of ambition the school has for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils excel in the rich range of academic, moral and social learning opportunities that the school provides for them.

Pupils strive to meet the high expectations of behaviour that the school has. This begins from the moment children join the Reception Year. Pupils learn the importance of respect and generosity towards one another. Older pupils understand that they can bring happiness to others through something as simple as passing on a compliment.

Pupils are happy and enjoy coming to school. They highlight their strong friendships and positive relationships with staff as some of the reasons why. Pupils who need extra help to manage their emotions are ably supported by nurturing staff.

Pupils thrive in the wide range of leadership opportunities that are available. These range from being charity leaders through to reading buddies. Whatever role a pupil takes on, working hard to benefit others sits at the heart of what they do.

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

The school has a highly ambitious curriculum that enables all pupils, including those with SEND, to be extremely successful. From the moment that children join the Reception Year, they benefit from an aspirational and carefully considered curriculum. The early years staff are very skilled in teaching the curriculum. They meet the individual needs of children well. When children leave the Reception Year, they are exceptionally well prepared for Year 1.

Pupils readily build on what they have learned as they progress through key stage 1 and key stage 2. At all levels of leadership within the school, many members of staff are experts in their field. This expertise is used to enhance the curriculum for pupils and to ensure that teachers receive high-quality training. Teachers deliver the curriculum with considerable ability. They are also successful in how they adapt access to the curriculum for pupils with SEND. This is supported by the effective systems the school has in place to identify the additional needs of pupils with SEND.

Teachers design learning activities which skilfully build on what pupils already know. Teachers pay close attention to identifying and remedying any gaps in knowledge pupils may have. As a result, pupils develop a deep and rich body of knowledge across the curriculum. By the end of Year 6, pupils, including those with SEND, have an exceptional level of knowledge which prepares them well for the demands of key stage 3.

The school excels in ensuring that pupils are confident and fluent readers. This begins in the Reception Year and key stage 1. Staff deliver the phonics programme with confidence and precision. Highly effective support is quickly put in place for any pupils who need it. This helps them to keep up with their classmates. Young pupils make an excellent start to reading. They read books which are very well matched to the sounds that they have learned. A high proportion of pupils are able readers by the end of key stage 1.

Older pupils are avid readers. The school ensures that pupils access a broad range of high-quality texts from different cultures. Pupils value the satisfaction that they get from being immersed in a book. They understand that reading will help them to be successful now and in the future.

Pupils have a strong moral perspective that people should be treated with respect, regardless of their differences. They model this through their courteous and friendly behaviour towards one another and towards staff. Older pupils are excellent role models for their younger peers.

Pupils experience a vast range of opportunities to develop their talents and interest through many different clubs. Pupils are provided with varied opportunities to represent the school in competitions and collective celebrations such as dance, football and singing. The school ensures that pupils learn about the signs of healthy relationships. Pupils are knowledgeable about different faiths and cultures. The range of personal development opportunities experienced by pupils prepares them exceptionally well for life in modern Britain.

Governors work in close collaboration with the school to realise the drive for continuous improvement. The school is highly considerate of staff's workload and well-being when making these improvements. Both governors and staff are focused on giving pupils the best possible start to education. Staff are incredibly proud to work at the school. They appreciate the support that they receive, which helps them to deliver the curriculum exceptionally well. Many parents value what the school achieves for their children.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119562
Local authority	Lancashire
Inspection number	10256011
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	192
Appropriate authority	The governing body
Chair of governing body	Charlotte White
Headteacher	Julie Goodwin
Website	www.st-lawrence.lancs.sch.uk
Date of previous inspection	3 and 4 March 2010, under section 5 of the Education Act 2005

Information about this school

- This is a Church of England primary school in the Diocese of Blackburn. The last section 48 inspection took place in May 2023. The next section 48 inspection is due to take place by the end of 2030.
- Leaders do not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school had received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with the school and has taken this into account in his evaluation.
- The inspectors completed deep dives in the following subjects: early reading, mathematics and art. As part of the deep dives, the inspectors met with subject leaders to discuss the curriculum, visited lessons, met with teachers and looked at

pupils' work. The inspectors also looked at the curriculum and pupils' work in some other subjects. The lead inspector observed some pupils read to a familiar adult.

- The inspectors spoke with the headteacher, other school leaders and members of staff.
- The lead inspector spoke with members of the governing body, including the chair of governors. He also spoke with a representative of the local authority and considered a written statement from a representative of the diocese.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record and took account of the views of leaders, staff and pupils. They also considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour in lessons. They spoke with groups of pupils about their experiences at school. They also considered the views of pupils shared through Ofsted's online survey for pupils.
- The inspectors spoke with staff about their workload and well-being. They also considered the views of staff shared through Ofsted's survey for staff.
- The inspectors spoke with parents. They considered the responses to Ofsted Parent View. This included the free-text responses.

Inspection team

David Robinson, lead inspector

His Majesty's Inspector

Cleo Cunningham

Ofsted Inspector

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