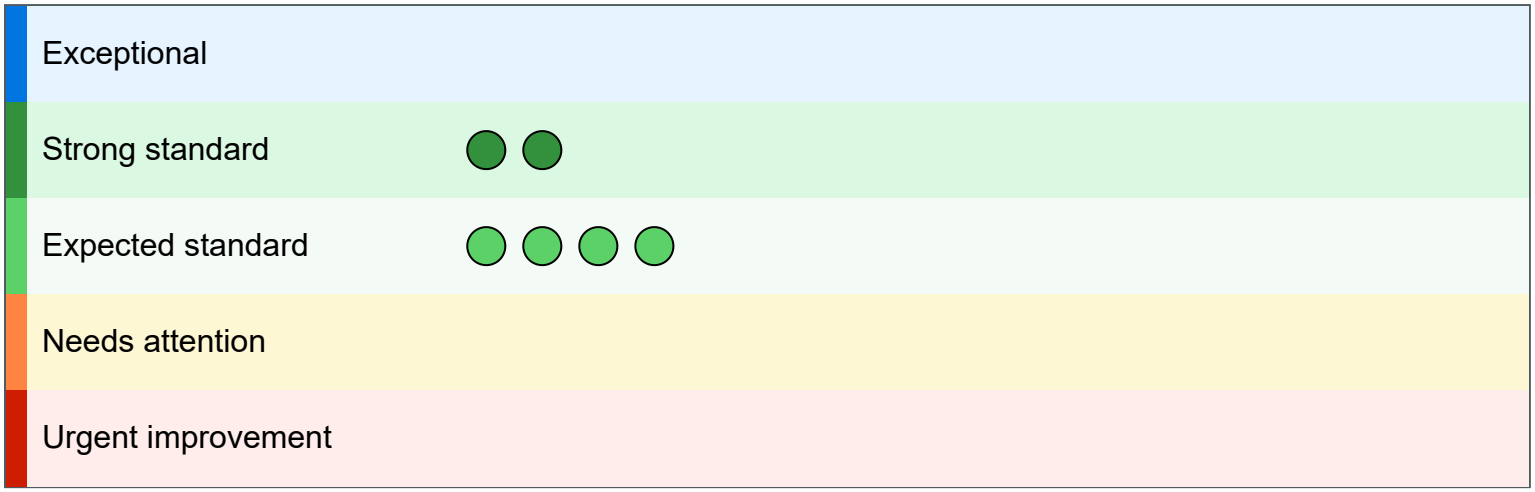
The St Lawrence Academy

Address: Doncaster Road, Scunthorpe, Lincolnshire, DN15 7DF

Unique reference number (URN): 135674

Inspection report: 16 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Inclusion

Strong standard

This is an inclusive school. The school serves a diverse community with over 40 languages spoken and 28 nationalities represented. All pupils are welcome here, and they feel a sense of belonging at the school. Within this diversity are a high number of pupils with special educational needs and/or disabilities (SEND) and a high number of pupils who speak English as an additional language (EAL).

Leaders quickly and accurately identify any pupils with SEND. A range of support is available for these pupils, depending on their needs. Most pupils access lessons alongside their peers successfully. Pupils who require more tailored support access effective, bespoke support in the 'nurture hub'.

Pupils who speak EAL are assessed for their proficiency in English as soon as they start the school. The school trains staff effectively to deliver different levels of support to pupils who speak EAL, depending on their level of need. This support is highly effective and not only builds pupils' knowledge of the English language but also helps them feel like they belong in the school community. Many pupils who speak EAL are thriving.

The pupil premium funding is used effectively. Pupils who are known to social care are well known by staff and well supported. Alternative provision is commissioned in the best interests of pupils.

Personal development and wellbeing

Strong standard

The personal development of pupils is a thread that runs through all activities within the school, including the academic curriculum. Leaders prioritise the development of a positive culture, a sense of belonging at the school and developing positive personal character traits. In order to achieve this, leaders have developed a coherent and appropriate programme of personal development. This is delivered through a variety of ways, including morning 'line up', assemblies, 'character' lessons and 'drop down' days. If necessary, the programme is skilfully adapted so that all pupils, regardless of whether they have any barriers to learning, can access it.

Leaders have carefully tailored the programme to the context of the school and the pupils. Pupils develop detailed knowledge about topics such as diversity, different faiths and how to stay safe in the community. In a school where 40 languages are spoken and 28 nationalities are represented, this helps pupils to celebrate difference and promotes inclusivity. Pupils display a detailed understanding of topics such as British values, relationships and healthy lifestyles.

The school offers a vast range of enrichment and extra-curricular opportunities. Pupil engagement in these activities is extremely high. Activities such as rock choir, dance club, cooking and sports allow pupils to develop their talents and interests. The school offers pupils the opportunity to join the combined cadet force for the army or navy divisions. This helps pupils to develop their confidence and leadership skills.

The carefully planned careers programme helps prepare pupils for their next steps beyond school. From Year 7 through to the end of Year 11, pupils access a range of meaningful interactions with employers and further education providers. This helps to raise pupils' aspirations and ensure they are fully informed about their post-16 choices.

Expected standard

Achievement

Expected standard

Generally, pupils achieve well from their starting points. This achievement is not always fully reflected in published outcomes at the end of key stage 4. The school has a high number of pupils who receive pupil premium funding, a high number of pupils who speak English as an additional language and a high number of pupils whose prior attainment is lower than national averages. Based on their starting points, these pupils make good progress through the curriculum.

The quality of work that pupils produce across different subjects and year groups shows that pupils are achieving at an appropriate level. Pupils can typically recall recent learning, and many pupils can recall prior learning.

Pupils receive extensive and carefully tailored careers advice. As a result of this advice and their progress through the curriculum, pupils are generally well prepared for their next steps.

Attendance and behaviour

Expected standard

Leaders have devised an attendance strategy that is evidence informed and suitable for the context of the school. Leaders quickly identify any pupils who are struggling with their attendance. A graduated approach is taken to offer support to pupils and their families. The impact of this support is regularly reviewed and refined if needed. This strategy is applied consistently and relentlessly by the school. As a result, overall attendance, including for pupils who are disadvantaged and those with additional needs, is rapidly improving. The number of pupils who are persistently absent is rapidly decreasing.

Pupils behave extremely well across the school. They are polite and well mannered. Pupils interact positively with adults, saying, ‘Good morning,' and asking, 'How is your day?' Transitions between lessons and at break time are orderly. Classrooms are calm learning environments. The majority of pupils are actively involved in their learning. Typically, they enjoy learning. Bullying and other forms of harassment rarely happen. When they do, leaders deal with it effectively.

Suspensions are used appropriately. Leaders offer effective support to help pupils improve their behaviour if needed. As a result, the number of pupils being suspended is reducing.

Curriculum and teaching

Expected standard

Leaders have devised a curriculum that is tailored to the school's context and pupils' needs. For example, there is a high number of pupils who speak English as an additional language (EAL). To support these pupils, the curriculum is vocabulary and language rich.

The curriculum is generally taught well. Leaders have devised an evidence-informed teaching structure that includes revisiting prior knowledge, modelling new learning and independent practise for pupils. Typically, this teaching structure is applied effectively by teachers. Most teachers regularly check learning to identify and address gaps in pupils' knowledge. Some teachers do not check learning as regularly or effectively as they could. When this happens, teachers miss the chance to address misconceptions.

Teachers receive effective training to help them adapt the curriculum for pupils with additional needs, pupils who are disadvantaged and those who speak EAL. Teachers consistently and effectively apply these adaptations so that all pupils can access the curriculum.

Leaders quickly and effectively identify any gaps in pupils' foundational English knowledge, such as reading and speaking. Highly effective support is offered to pupils who need it, ensuring that they quickly catch up with their peers.

Leadership and governance

Expected standard

Leaders, including those responsible for governance, understand the school’s context, strengths and areas for improvement. They have identified the correct areas for improvement, for example continuing to improve attendance. Governors and trustees fulfil their statutory responsibilities.

The school's vision of 'Treasure everyone, transform community' is at the forefront of leaders' minds when they make decisions. Leaders are passionate about raising the aspirations and life chances of the pupils they serve. The carefully tailored personal development is an example of how leaders make decisions in the best interest of pupils.

Leaders engage well with parents and the community. The majority of parents are happy with the quality of education offered by the school. School and trust leaders are beginning to share good practice with other local schools. For example, the trust recently delivered a conference for local schools with a focus on inclusion.

The majority of staff are proud to work at the school. They feel listened to by school leaders. Staff acknowledge that leaders consider their workload and wellbeing when making decisions.

Staff have access to a carefully crafted programme of professional development. This programme is delivered in different layers. Part of this offer is a personalised learning programme for individual staff. Teachers in the early stage of their careers are well supported by leaders. As a result of this support, they are well prepared and enthusiastic about their future careers.

What it's like to be a pupil at this school

A strong sense of inclusion and diversity runs through the school. Everyone is welcome. The school serves a very diverse community. Pupils from 28 different nationalities attend. The school values of respect, truth, generosity, forgiveness and justice are understood by the pupils. The majority of pupils enjoy coming here. They form positive and trusting relationships with adults in the school. As a result, pupils feel safe.

Pupils generally achieve well. A large number of pupils are eligible for pupil premium funding. A significant number of pupils start the school with attainment below their peers nationally. These pupils, and pupils with special educational needs and/or disabilities, make good progress from their starting points. This achievement is not always represented in published outcomes at the end of key stage 4 because of pupils' low starting points. Pupils are typically well prepared for their next steps.

Pupils behave very well across the school. They demonstrate the values of respect and generosity towards each other. Bullying and harassment are rare and dealt with effectively. Classrooms are purposeful. Most pupils engage positively with and enjoy their learning. Leaders have created a sense of belonging in the school. This begins at the start of the school day where positive pupil achievements are celebrated in year group 'line ups'. Pupils' attendance is improving quickly and is now close to national averages.

A large number of pupils take part in pupil leadership opportunities. The pupil leaders make a meaningful contribution to school life and in doing so develop their confidence and teamwork skills. For example, the collective worship leaders lead their form groups in the act of daily worship. Other pupil leaders, such as the wellbeing ambassadors and the prefects, act as role models and contribute positively to daily school life.

Next steps

- Leaders should ensure that pupils develop detailed knowledge and skills across the curriculum and that this achievement is reflected in national tests.
- Leaders should continue their work to ensure that the curriculum is delivered consistently well and that teachers consistently identify and address any gaps in knowledge.
- Leaders should continue their work to improve pupils’ attendance so that pupils' attendance continues to increase.

About this inspection

This school is part of St Lawrence Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Mike Adnitt, and overseen by a board of trustees, chaired by Bishop David Court.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the CEO, a trustee and 2 members of the local governing body, including the chair, during the inspection.

The inspectors confirmed the following information about the school:

In September 2025, a new headteacher took up post.

The school currently uses 2 registered and 5 non-registered alternative providers of education.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Headteacher: Daniel Ellerby

Lead inspector:
Chris Sergeant, His Majesty's Inspector

Team inspectors:
Peter Cole, Ofsted Inspector
Rebekah Ramsden, Ofsted Inspector
Vicky Callaghan, Ofsted Inspector
Yvonne Bootman, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 16 June 2026

School and pupil context

Total pupils

806
Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

825
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

44.91%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

2.23%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

14.89%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	29.4%	45.4%	Below
2023/24 (final)	30.6%	45.9%	Below
2022/23 (final)	34.0%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	41.1	46.1	Below
2023/24 (final)	36.6	45.9	Below
2022/23 (final)	41.2	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.42	-0.03	Below
2022/23 (final)	-0.18	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	23.1%	25.8%	Close to average
2023/24 (final)	18.3%	25.8%	Close to average
2022/23 (final)	28.8%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	35.1	34.9	Close to average
2023/24 (final)	28.8	34.6	Below
2022/23 (final)	36.5	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.86	-0.57	Close to average
2022/23 (final)	-0.62	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	23.1%	53.1%	-30.1 pp
2023/24 (final)	18.3%	53.1%	-34.8 pp
2022/23 (final)	28.8%	52.4%	-23.6 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	35.1	50.4	-15.3
2023/24 (final)	28.8	50.0	-21.2
2022/23 (final)	36.5	50.3	-13.8

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.86	0.16	-1.02
2022/23 (final)	-0.62	0.17	-0.79

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	86%	92%	Below
2022 leavers (revised)	87%	93%	Below
2021 leavers (revised)	86%	94%	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	10.5%	8.4%	Above
2023/24 (3 term)	9.8%	8.9%	Close to average
2022/23 (3 term)	9.2%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	30.5%	23.4%	Above
2023/24 (3 term)	30.1%	25.6%	Above
2022/23 (3 term)	29.1%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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