

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Laurence Church of England Primary School

#### Vision

At St Laurence Church of England Primary School, we aim for our school family to 'learn with love and laughter and grow in God's grace.'

We strive to provide the best provision for all pupils who attend our school. This includes their academic education, Christian values, British values, behaviours and the knowledge and skills that will help them to become life-long learners, respectful citizens and successful members of the global community.

We strongly believe that the goodness you sow will reap positive outcomes in the diverse world in which we live.

'With God, all things are possible' Matthew 19: 26

St Laurence School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Strengths

- The Christian vision is at the heart of St Laurence Primary School. Pupils and adults demonstrate its importance through positive relationships that enable them to flourish.
- An inspiring curriculum is carefully designed around the school vision and related values. Leaders ensure that pupils including those who have special educational needs and/or disabilities (SEND) are supported effectively in their learning.
- Collective worship provides a time for pupils and adults to unite and celebrate. Inclusive, interactive and joyful moments contribute significantly to spiritual development.
- Underpinned by the vision to 'grow in God's grace,' pupils are nurtured as learners. Mental health and wellbeing are prioritised by leaders, creating a culture of care and compassion.
- Pupil voice is effectively used in shaping the school's decision-making. A strong culture of responsibility and justice encourages empathy for the global community.

#### Development Points

- Embed strategies and a shared language into curriculum planning that furthers an understanding of spirituality. This is to foster pupils' personal growth.
- Develop the religious education (RE) curriculum to deepen pupils' knowledge of a variety of religious beliefs and worldviews. This is to support their experiences of diversity in their community.



## Inspection Findings

At St Laurence Church of England Primary School, the Christian vision to 'learn with love and laughter and grow in God's grace' is at the heart of its community. This well-established vision guides highly motivated leaders, dedicated to inspiring and nurturing its learners. Strong working relationships exist between adults and pupils which begin with respect. This emerges from a positive approach taken by staff in promoting life-long learning. As a result, pupils have their needs met to enable them to thrive in lessons. This includes those who have special educational needs and/or disabilities (SEND). A carefully selected set of values aid pupils in their growth as individuals during lessons and collective worship. These include forgiveness and reconciliation which are well lived out during social times and lessons. The school benefits from a strong relationship with the Derby Diocesan Academy Trust (MAT). Leaders including governors regularly review the effectiveness of the school vision and the impact of the curriculum. This promotes valuable learning opportunities that empower pupils to flourish.

The Bible reference 'with God, all things are possible' is central to its vision for the curriculum. When planning subject content, staff are ambitious and focus on essential learning skills. They also identify and link Christian values to topics. Pupils share how growth occurs 'outwards as well as up.' The school symbol of a tree expresses the vision to nurture the roots of learning in the curriculum, so that pupils thrive. The curriculum builds around the individual start points of each learner. This encourages them to develop self-confidence as they deepen their knowledge. Adults benefit from a range of training provided by the MAT. This ensures that subjects provide stimulating learning. The success of the school's commitment to inclusive practice is openly shared with other schools to strengthen their provision. Subject lessons focus on examples of diversity. A recent project in history focused on the work of Harriet Tubman in abolishing slavery. From this, pupils gain an appreciation of how compassion can overcome injustice. A programme of extra-curricular activities enriches their experiences. They talk enthusiastically about the skills gained through sport and music that contribute to their character development. Strategies to promote spiritual growth in the curriculum are emerging. However, a shared language to identify and explain spiritual experiences is less clear. This limits opportunities for pupils to reflect and appreciate the impact learning has on their lives.

Collective worship provides a valuable time to unite as a school community. Staying true to the vision, worship is inclusive, allowing pupils and adults to 'grow in God's grace.' Members and visitors are welcomed with a special song that provides a joyful start to their day. This supports a strong culture of belonging and respect. Worship times are planned with a variety of approaches. This strengthens an understanding of key values that link to Bible stories. Pupils rightly share how they enjoy reflections and discussions. This, and sharing ideas together, fosters spirituality. Pupils across the school contribute to classroom reflection stations. They decide what to keep in these areas to provide a calm space to think and pray. Support from the Diocese of Derby helps staff to confidently lead worship. Governors also regularly attend and provide guidance. A strong relationship with the local church community supports spiritual growth. Pupils attend services in church that engage and enthuse them, especially during festival celebrations.

Protecting the wellbeing and mental health of the school community is a genuine strength. A range of carefully crafted policies reflect the Christian vision. This supports pupil behaviour and work-life balance for staff. Parents rightly praise the quality of care shown to their children. Leaders recognise the importance of supporting the needs of staff. There is generous investment in specialist mental health resources, delivered as part of the curriculum. This produces nurturing classroom environments where pupils are free to make mistakes and learn from them. They



openly share how positively staff respond if there are problems. Adults demonstrate the effectiveness of the values of forgiveness and reconciliation. This empowers pupils to resolve their own issues with maturity and become respectful citizens. Through times of worship, they become aware of various ways to serve those in their local community. Pupils actively collect food and clothes to support a charity project that tries to overcome homelessness.

Thoughtful curriculum planning ensures that pupils discuss a wide range of international issues. This is driven by the Christian vision and enables them to understand the need for justice. For example, lessons focused on current European wars strengthen empathy for affected families. A programme of character development is built around British values. This teaches pupils how to become respectful citizens. A recycling week increases awareness of the importance of protecting God's planet. They also learn to openly embrace difference. This creates a culture of inclusion that supports those deemed to be vulnerable. Pupil voice groups are encouraged by adults, who listen to their responses. They learn how to use their voice to increase equity and care in the school community.

RE is established as a subject with high priority in the curriculum. Well sequenced schemes of learning include progression plans. Key concepts, explored around deep questions, strengthen the skills of enquiry and reflection. For example, 'what do religions say to us when life gets hard?' This enthuses investigation to find personal solutions. Pupils thrive on opportunities to discuss their own ideas, enabling them to consider wider approaches to belief. Teachers build units of learning around Christianity that link to the school values. Lessons also focus on a range of faiths and worldviews. However, there are insufficient opportunities to explore the impact of these beliefs in the local community. This limits pupils' experience of diversity.

Subject leaders for RE receive guidance from the diocese and the MAT that enriches the curriculum. All staff receive regular training so that the quality of teaching is strong. Monitoring and review are also effective in identifying next steps for development. Teachers assess each individual so that future planning can meet their needs. This provides a culture that enables pupils to make clear progress in their learning. Effective planning that includes rich vocabulary provides tasks that ensure the most able are challenged. For example, a study of Jesus as the Lamb of God prompts a reflection on what matters most in pupils' lives. Activities in lessons are adapted, also ensuring that those who have SEND participate and thrive. This supports these pupils in deepening their knowledge of RE over time.

## Information

Address	Collingwood Road, Long Eaton. NG10 1DR		
Date	27 November 2024	URN	141824
Type of school	Academy	No. of pupils	181
Diocese	Derby		
MAT/Federation	Derby Diocesan Academy Trust		
Headteacher	Ronni Barker		
Chair of Trustees	Sarah Charles		
Inspector	Keith Farquhar		